Factors in childhood environment which are related to later marital happiness

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FACTORS IN CHILDHOOD ENVIRONMENT WHICH ARE RELATED TO LATER MARITAL HAPPINESS

by

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(A.B., Iowa Wesleyan College, 1938)

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Your children are not your children.
They are the sons and daughters of Life's longing for itself;
They come through you but not from you;
And though they are with you yet they belong not to you.
You may give them your love but not your thoughts,
For they have their own thoughts.
You may house their bodies but not their souls,
For their souls dwell in the house of tomorrow, which you cannot visit, not even in your dreams.
You may strive to be like them, but seek not to make them like you.
For life goes not backward nor tarries with yesterday.

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CHAPTER I

INTRODUCTION

John E. Anderson concludes his book on Happy Childhood with these words: "The goal of child training is happy adulthood—but happy adult life follows effective and happy child life. Happy parents make happy children."¹ At first this statement sounds like a circle of happiness, and if this could only be true, in general, how happy the world would be. But child training has been limited and often neglected, with the result that there has been little or no happiness in adulthood. While this condition exists there will be need for studying and emphasizing those principles which have been found to result in happiness for modern people.

I. THE PROBLEM

Statement of the problem. This study was made to show the relation of factors in childhood environment upon later marital happiness. To completely cope with the problem, the various factors influencing the child have been studied from the time of conception through childhood, adolescence, and young adulthood, since early environment

was found in many cases to be supplimented by later factors in adolescence and in early manhood and womanhood.

**Importance of the study.** Many parents are actually satisfied with their growing children if they look respectable and keep out of trouble. When these same offspring reach adulthood and have a fair wage, the parents relax and feel they have completed a tiresome task. On the other hand, there are parents who are concerned with the kind of boy or girl they are going to rear and are willing to give some time and effort to this matter. Frank H. Cheley⁴ says, "Every city and hamlet of this nation is full of diamonds in the rough, but the expert cutters are lacking, wealth untold at our very doors, yet we invest our lives chasing will-o' -the-wisps." In Mr. Cheley's estimation, the training and developing of children is the most important occupation there can be, even more so than business or sport. It is the problem of educators today to captivate the minds of those adults who are "chasing will-o' -the-wisps," and help them see the "diamonds" that can be.

During the first years of a child's life, the family is almost his entire social environment. The influence it exerts upon the personality of the young mind is as important as that of heredity and at times much more so. Hornell Hart makes the statement that "between birth and the age of

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six the basic structure of the child's personality is being formed. The raw materials of experience are welded together by the heat of pleasant and unpleasant emotion. Even before he learns to walk or talk he reacts toward resentment and repulsion, and adheres to that which is beautiful and worthwhile.

In adolescence, physical growth and sexual development are definitely established. Then emerges a sense of self-criticism, of wanting to be treated as a grown-up. With the attainment of young adulthood, forces and patterns are, for the most part, fully set and become the physiological and psychological foundations in married life.

It will be important that the foundations of married life be such that new offspring may have a better chance in life. But if this is to become a reality it will be necessary to discover what the background of that individual has been.

History of the problem. In New York in 1885, Felix Adler organized the first group for parent education. It was only thirty-five years ago that some mothers banded together to study their children. Since then, numerous researches have been carried on and books have been written about children and their problems, and about adults and their problems. And with the many contributions to these

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subjects, many of the pronouncements are highly contradictory. This may be due to a number of reasons: bias on the author's part, or inadequate, or limited and confined data. The main fact rests on the great number of these investigations which have been made by medical men. This in itself shows the importance of the subject.

Yet little or nothing has been written on the relationship of these two to each other, namely, the effect of the environment of children upon their later marital happiness. The work of eminent sociologists, such as Burgess and Cottrell, Bernard, and the Mowers, show some accomplishment toward a new approach. Lewis M. Terman's investigation⁴ seems to be the only one so far which deals strictly with the psychological viewpoint. He says, "It is surprising that a factor so important for marital adjustment as childhood happiness should have been neglected in all previous researches on marriage."⁵ But sexual factors and personality factors are not enough. It has been found that background qualities, as well as those factors dealing with sexual adjustment, must be studied if any true relationship is to be found in marital happiness.

II. SOURCES OF DATA AND METHOD OF TREATMENT

The materials for this study have been taken from

⁵Ibid., p. 228
selected writers who have been outstanding in the fields of medicine and of sociological and psychological studies. It has not been the desire to produce better material but to utilize that material which is available regarding childhood and married life, and to discover what effect or correlation the one might have upon the other. It is hoped that, from the findings, the early factors which have caused later unhappiness might be understood and correlated in order that married life in the future might be made happier for some husbands and wives by better training in childhood.
CHAPTER II

HEREDITY

Heredity plays a part in nearly every study of childhood environment. All children are born into the world with some equipment for life, some impulses and drives which will act upon their environment. Behind them is a long line of ancestors who have a part in influencing their lives. These antecedents pass on great drives, demanding the satisfaction of hunger, the urging of self-preservation, and insisting upon reproduction.

The purpose of discussing heredity here is to show briefly what it is, and how it has acted as an influencing factor in the development of the child, as well as its effect later in the marriage relationship.

Every child's personality and character is the result of fundamental impulses and emotional stimulations. William B. Forbush says, "By heredity we mean the characteristics which are transmitted at birth from parents to offspring."¹

Although heredity is very important it has not been very easily understood. The theory of heredity or of inherited characteristics was promulgated by Charles Darwin

and was called by him the science of genetics. When scientists began to study this theory they concluded that man is descended from ape-like ancestors. Darwin himself tried to show that man and ape came from a common ancestor. Today, science has accepted a revised theory of evolution. The theory was further developed by Hugo DeVries, a Dutch botanist, in his 'mutation theory' in 1901, and by Gregor Mendel with his law of inheritance, based on years of observations and experiments made upon garden peas. Because of these developments it has now become an accepted fact that acquired traits are not inherited and inherited traits are always inherited according to the Mendelian Law. Among Mendelian physical traits are eye-color, spotting of the skin, stature, hair color and form, skin-color, ear defects, mail and tooth defects, right or left-handedness, certain abnormalities, and a few minor diseases such as asthma, eczema, and hay fever. However, most diseases are not inherited. Among the mental traits which have been thought to be inherited are feeble-mindedness, mental abilities, and musical, artistic and mathematical traits and talents.

The naming alone of the many good and bad inherited characteristics places a great responsibility upon parenthood, and creates an awareness of the necessity of knowing more about eugenics. A child cannot function without an environment, and the environment is of little value without the presence of the child. Douglas A. Thom says, "From the time of conception, hereditary factors of potentiality are
constantly being influenced by the environment." Heredity and environment are dependent upon each other. But while hereditary factors are fixed and cannot be changed, environmental conditions are external and can be altered and improved. Heredity does not relieve parents of the responsibility for their own or their children's personality defects and digressions of character. In the majority of instances, children are not so much the products of the past as the result of the environment in which they are reared.

The question of heredity and environment has been developed of late in the study of the relation of eugenics to delinquency. Healy and Bronner\textsuperscript{3} make the statement, "It appears hazardous to offer any conclusion concerning the possible relationship of heredity to delinquency." Many have believed that alcoholism, psychosis, epilepsy, criminalism, and prostitution were important as related to the origins of delinquency. But then, what of a family in which one boy became a criminal and his brother did not? What of a family in which one girl became a prostitute and her sister did not? It has been generally accepted by science of late that one must know what the chromosomes and genes carry over if heredity is to be evaluated. From their study\textsuperscript{4} Healy and Bronner found that boys and girls who go

\begin{footnotes}
\footnotetext[4]{ibid}
\end{footnotes}
wrong have been surrounded by bad social conditions created by socially unfit parents. These evil effects are not the result of biological inheritance.

In studying the problem of childhood and its relation to marital happiness, the problem of heredity is important regarding consanguinity. The marriage of close relatives brings into play two forces which impress an indelible pattern, for good or evil, of parents and ancestors. If there were no such strain, the offspring would be limited to the characteristics which are identical to both parents. This doubling of inherited qualities is favorable when both parents' traits are of superior quality, but this is seldom the case with all qualities transmitted. What may happen is that undesirable features may be brought to the front and may weaken the family biological inheritance. The evil effects of the close mating of relatives, such as brother and sister, has been evidenced in hemophilia, a characteristic common in the inbreeding of royal families of Europe in previous years.5

A knowledge of heredity is important in understanding the development of growing children. It is necessary to realize that inherited factors are fixed and cannot be altered, that they had their inception generations back. After realizing that certain evil characteristics in children are largely the product of bad heredity. The

5 ibid., p. 19.
attention of parents and teachers should be directed toward improving the social heritage of the child in order to offset inherited handicaps.
CHAPTER III

PROBLEMS OF EARLY CHILDHOOD

An infant has been called a bundle of instincts creating physical activity. As to how his physical activity may develop depends considerably upon the conditions which exist in his environment. It is the purpose of this chapter to present some of these aspects and to show their effect upon the child. The attitude of the parents and the type of a home they have established, the child's own happiness, his relationship with siblings, his training in habit formations and his discipline, all are important if the child's development is to be better understood.

I. FAMILY RELATIONSHIPS

Terman's study of the Psychological Factors in Marital Happiness\(^1\) indicates that the most important background items in the life of a young child are the happiness of his parents and the consequent happiness of the child.

The birth of a child changes the life of both the husband and wife almost as much as does marriage. Usually the mother changes most for the chief responsibilities of the new life fall upon her. But the father also takes a

serious interest in the new arrival and shares in his care. Recognizing a joint responsibility by both wife and husband is of the utmost importance in order that they can understand the problems which the child will create.

Not only is the family course changed but the entire household is modified and a new routine is established. The way in which the home will be changed is of utmost importance to the newcomer for it is to become the foundation of his environment. William Byron Forbush says, "Environment, like heredity, is something of which the child is the recipient. He is helpless to choose either. But environment is unlike heredity in that the parents may choose and furnish it for the child. We may not enlarge his capacity, but we can enlarge his opportunity."²

The home is the vital force in the making of character. It is more than a house with a good location, nicely furnished and meticulously administered. "It is a human relationship, a spirit, an attitude, an influence, a constructive force at work in the life of a growing child."³ Most children are the reflection of their home life. If the home is wrong, the children will go wrong. On the other hand, almost any neglected child, who is given a good home, becomes a good citizen.

²Forbush, op. cit., p. 51.
Sybil Foster says, "Each one of us is the product of his inherent make-up played upon by the forces in his particular environment." In infancy the child is totally dependent upon others for life and for comfort. As he grows, he has to throw off this dependence. Then, when he becomes a well-rounded adult, he can stand alone and be self-sufficient.

Too much stress cannot be placed upon the importance of atmosphere. Since acquired characteristics have not been inherited, it is very important that all attention be given to the type of environment which is established or will be made possible in order that the child can have the best. All children should have the advantage of a fair deal from their environment. In the study of environmental influences, Joseph Garland finds such factors to be of importance in conditioning the growth of children, especially in regard to their weight. Those children coming from well-to-do families are usually heavier than those from the poorer districts. It is also true that defects in stature, disease, and health, play an important part in influencing development.

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5Cf. ante, Heredity, Chapter II, p. 8.
Home must be the place where father and son, mother and daughter, can be friends and can meet and talk with each other. It is a place where mother and father can become girl and boy in spirit, and can enjoy and have a part in their children's experiences. The home should also be attractive so that the children, as they grow, will not have to 'go out' evenings to find entertainment. Music and games can be provided for them. They should have the privilege of inviting their friends to their homes, and, as Herold O'Neil says, "Parents should endeavor to see the point of view of their guests, modifying too free views with the utmost tact, while manifesting a deep interest in their opinions and ambitions." 7

Parents need a conception which will involve a long-time view of the behavior of their child. They should try to visualize the home and the school as laboratories where the child might venture into living as he would like to, under guidance, so that his experiences will be of value to him. This is also true in later development in adolescence. Understanding the child and his relation to society requires a knowledge of the child's experiences and his reactions. If parents, who are interested in, and sympathetic with the development of the growing personalities which are entrusted to them would heed this, they could

find a great hope and comfort in rearing children. There should be made possible for the child a transition from confidence in the environment to confidence in the child himself.

Susan Isaacs offers a few facts which parents might accept with regard to their attitude toward children. Anything that is true of children should not be too shocking for adults to know. If it is true, they ought to be able to bear knowing it. If it is hearsay, they should find out how much of it is true. Otherwise, they are not genuinely interested in their children. Similarly, children themselves should be understood. All parents should realize that their little children normally have such diversions as sexual interests, so that when the condition is openly expressed, they will not hurt their children by undue surprise or horror. Often mothers treat their children as pariahs for some such sexual behavior which needed little more than some common sense handling. Such an attitude on the part of the parents will be determined to some extent by their personal reactions, and by the general tone of educated thought about such matters. Subduing or interfering with a child's natural reaction to a given situation often causes serious harm. The child's tendency will be to hide his impulses and phantasies from his parents. This

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is often the case in whippings or scoldings, or when the child's conversation is harshly cut off because the parent is not interested in listening. The understanding and sympathetic parent's reaction toward such behavior does not make the child withdraw and feel as if he is an outcast. Such parents are still able to maintain firm standards of restraint and consideration for others, and can see their children safely through the early period of emotional development.

Hart offers the practice of meditation to parents as the best way to understand children, and of preventing themselves from losing or defeating their purpose in a tangle of impulses and desires about their children. This is of special value to such types of parents as the exploitive, the impulsive, the autocratic, the anarchistic, and the dictatorial. This process of meditation has been found by most parents to be impossible in their busy day. Yet, some realize it is important and would like to find time to attain a mental equanimity in respect to their children.9

Walter M. Gallichan remarks, "We may liken the child-brain to a soft wax, which readily receives impressions that cut deep and remain indelible."10 This substantiates what has just been said with regard to environment and


parental attitudes. But the infant child is capable of doing a little thinking of his own. Few parents realize how much their childrens' minds take notice of and remember. Psychologists have revealed that children have much more intelligence, curiosity, and capacity for forming views than that for which adults give them credit. Though their main object is to get nourishment, subconsciously this other human drive is at work within their brain.

The basic quest of this subconscious drive attains consciousness in the expression of the child's quest for happiness. To him there is always something better ahead. It can only be properly attained when parents try to understand their children, give them feelings of security and affection, and become interested with them in their quests into the values of life. The child is really happy when his parents have taught him habits of self-confidence in the meeting of problems and the solving of difficulties. The child cannot be made happy if he is forced to do something which is in accordance with the parents own desires and wishes, without giving some consideration to his own ideas. Nor can he be well adjusted and happy if his parents set bad examples of conduct and practice. Where the attitude of the home is one of dismay and defeat, the child is likely to acquire a similar attitude. It must be kept in mind that the child, by nature, is happy and has few worries.
Childhood behavior. Without exception children show some kind of reaction toward the type of environment they are reared in and toward the attitudes which their parents express toward them. Whether this reflection is good or bad is manifested in certain character traits.

Though it may be seldom tried, it stands to reason, theoretically, that if a child is treated with the same courtesy, consideration, and honesty which adults expect from him, he will return generously similar kindnesses. But because of limited time and strength, and the presence of ignorance and carelessness on the part of adults, the child develops the dominating attitudes and characteristics which are commonly called behavior problems. It is interesting to note that Douglas A. Thom finds that in dealing with maladjusted children, the trouble often rests with the problem of environment and problem parents, rather than with the problem child. The parent should be a companion, friend and confidant to the child. If a mother is too busy to bother with her child's numerous silly questions, she does not need to worry about being bothered with any of his real problems as they later arise.

The average human being shows a number of unfortunate traits which are very noticable when they come

12Thom, op. cit., p. 48.
into conflict with authority, such as the home, the school, or the community. W. Carson Ryan, Jr., in School and Society,\textsuperscript{13} offers a partial list of these traits. They are:

- the rude, fresh child;
- the bully;
- the shy backward child (the one who cries often);
- the lazy, indifferent child;
- the defiant child;
- the child who steals;
- the child who lies;
- the fussy child;
- the talebearer;
- the self-assertive child;
- the nervous child.

Thom\textsuperscript{14} offers the following as bad habits:

- feeding,
- elimination,
- sex attitudes,
- jealousy,
- fear,
- anger,
- temper,
- tantrums,
- pugnacity,
- destructiveness,
- delinquency,
- complication of habits,
- acute personality changes and convulsions.

From either of these lists of traits it is apparent that the normal individual is subjected to one or more of them at one time or another during childhood. Such traits or habits might be the reflection of difficulty or failure on the part of the parents who care for him. Because of this, parents often try to correct those mistakes which their own fathers and mothers made in training them. A father, brought up on severe discipline rears his son in a period of laxity; those who have had a careful religious and moral training are followed by a more or less free and easy trust in nature. When a certain type of behavior has solved satisfactorily a situation it is often repeated. But the solution satisfactory to the child might be unsatisfactory to the grown-up's point of view. The lesson the

\textsuperscript{13}Wagoner, op. cit., p. 245.

\textsuperscript{14}Ibid., p. 245.
child learns is not always the one the adult hopes he is learning.

Besides these various traits there are numerous other problems that evolve out of family relationships which bear directly upon the temperament of the child. However, only one other problem will be considered directly.

While a child is still small the parents' attitudes, mentally and physically, toward each other, often create in him a conflict between parents, or an attachment to one or the other. If the father treats the mother harshly, the child is likely to attach himself to the mother because of a protective instinct, or because of fear from the father. Similarly, if the mother is loose morally, and the child becomes aware of it, he will build up a disgust for her and seek comfort in the father. This is found to be true also of children attaching themselves to their mother because of fear in the father who drinks. If such a conflict continues to exist, or an abnormal attachment to one or the other parent is allowed to grow, it has an effect on the individual in later life, particularly in the marriage relationship.

It is only natural that both children and adults dislike interruptions and the irritation that follows. The differences in various people are only a matter of degree. This is also true with those tendencies which cause difficulty in behavior. Such is noticeable in children whose attention is constantly changing, going from one activity to
another without finishing the first one. Such individuals are often called erratic or flighty. However, it is believed that this trait, in moderation, makes for good companionship and for a 'good mixer.' Wagoner says, "It is obvious that the child's capacity for learning is to a very large degree dependent upon his temperamental traits."\(^{15}\)

The well adjusted individual has his troubles, difficulties, and problems, but they are met and solved or resolved in realistic fashion without emotional backlash or persistant avoidance. The self-reliant person takes life as it comes, honestly, and with the courage that is born of wholeness.\(^{16}\)

**Training of the child.** Adequate adjustment in life requires primarily the ability to meet any and all situations realistically, to face the problems of life as they arise, and to do the best one can. But adequate adjustment is the result of the right kind of training throughout childhood. If this adjustment has been inadequate, there can be only a partial or indirect attempt in meeting situations involving emotional tensions and difficulties. The average child is fed and clothed, just as were children generations before him. Parents experiment on them, neglect them, force them, and allow them to drift because it is too much trouble on their part to do anything constructive. Frank Cheley says that ninety-nine boys out of every one

\(^{15}\text{Ibid, p. 246.}\)

hundred are 'raised' without the parent ever having any
conception of what is involved in scientific boy-culture,
and that they never realize the needs of boys or understand
the marvelous latent possibilities in them. For the most
part, common social standards determine largely what
children may or may not do. If they have no set plan before
them, they just develop with the result that the world is
crowded with children and young people who have no aim in
life.

Habits. The White House Conference of 1930 drafted
the Children's Charter. One clause reads, "For every child
such teaching and training as will prepare him for
successful parenthood, homemaking, and the rights of citizen-
ship; and, for parents, supplementary training to fit them
to deal wisely with the problems of parenthood."
But, parents have asked, "What kind of teaching and training
would prepare them for this?" Those who are interested in
their offspring are discovering that some of their theories
do not produce the results they desire. They are often
puzzled by the fact that in child development, their children
react differently to environments and methods of training
which are supposed to be identical. Wagoner, in her book on
the Development of Learning in Young Children, says that

17 Cheley, op. cit., p. 36.
18 Garland, op. cit., p. 8.
19 Wagoner, op. cit., p. 245f.
such methods are not the same to the child as to the adult, for he responds to different elements, and regards other elements of the total situation as most significant when the parents do not. Very often the child is confused by what is demanded of him. Then he has to use his own judgment, which of course, is usually unsound because of his inexperience. When this happens he is punished. On the other hand, he has seen adults gain what they want by giving way to violent expressions of emotion, by shouting, weeping, and temper tantrums. When they have calmed down a renewed contentment usually results. The child is very keen about picking up such displays as this. Then in just such a way he expresses his stirred-up state by crying. Fortunately, if these problems are not fixed too strongly by unwise treatment, they will disappear as the child's experiences increase. The point of concern here is that parents are often the cause of the child's behavior when they little realize it. If parents will recognize this and do something about it, part of the cause will be removed. If the condition continues to exist, some form of consuming energy should be attempted or the child should be isolated. In the first, motor activity, such as running upstairs or going after a ball, will use the energy devoted for crying. Even the adult follows this same procedure when he tries to smash something to appease his anger. If the child is isolated he has time to relax. But this method is only successful when intelligently used.
It is not to be used as a method for development. Every human being is dependent upon others for the satisfaction of his own needs. So, such treatment best suits its purpose when used merely as a transfer of thought and energy. Most parents find it difficult to discover a method that will divert the child's attention from undesirable behavior to worthy conduct. Spanking a child has frequently been resorted to because it was a strong stimuli, interrupting the nervous impulses and thus restoring a sense of equilibrium to the child's emotions.  

Before further considering methods of discipline, some thought should be given to the general development of the child in order to better understand various types of behavior. It has been mentioned that the new infant is a bundle of instincts creating physical activity. His first activity is to get control of his own bodily movements and then he begins to annex the exterior world. His senses supply the basis for his pursuits and his muscles are the aggressive agents for new discoveries. With regard to specific attainment he spends most of his time during the first year in learning to control his limbs and to coordinate them with his arms for locomotion. During the second year he tries to speak some and begins a vocabulary with the aid of his transitory memory. It is not until the

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21 *Cf. ante*, Chapter III, p. 11.
third year that he tries to form sentences. There also appears voluntary recollection and a distinct power of inhibition. This year is known as the year of fears because of the quickening of the imagination. Fairy stories begin to absorb his interest. The child receives his knowledge of right and wrong only from imitation; that which brings approval is right, that which does not is wrong.

From the ages of four to six, he is able to read, to do a little writing, and to recognize some phrases once foreign to him. Imagination becomes more active, turning to the creative side as he begins to imitate and dramatize others in his play. He is capable of telling the truth by this time and can tell the difference between the truth and the makebelieve. He is also capable of some moral judgment, but, for the most part his virtues are routine ones, such as being tidy, polite, and patient, doing things that are commanded by kindness. Susan Isaacs says, "What a child does [in general, under five years] for one person under certain conditions is no reliable index of what he may do for another person in another situation." 22

From a social aspect the child begins development almost immediately. During the first year he is stimulated by what people do but he cares little as to what they say or think. Not until the third year does he have a desire to seek approval. By the time he is six he likes com-

22 Isaacs, op. cit., p. 9.
panions, especially if he has been conditioned to them in
the home. This is a period of transition from parents to
other children for emotional satisfaction. The child's
recognition of this repressed conflict shows that he has
an interest and appreciation for reality. Not until about
nine or ten does the memory develop and become tenacious,
and his senses alert and sensitive to training. Emotions
are free and uncontrolled and the imagination transcends
from wonder tales to human adventure stories. He lives in
the present, is frank and talkative, and develops a habit
of obedience.\textsuperscript{23} Isaacs says that it is at this age when
the child begins to test the realities which he recognized
a few years earlier, especially in the human realm, the
behavior of people, whether they are honest or dishonest,
selfish or considerate, reliable or untrustworthy. It is
often difficult for the adult to win the child's confi-
dence because of this. With this ability to watch and
observe other people he begins to learn how they really
act.\textsuperscript{24}

The process of growing is not confined to the
period of adolescence but is continuous from birth. Even
the adult's attitude is expressed by a number of
restraints in various responses. In the young child
responses are evident in his whole body. As he grows these

\textsuperscript{23}Forbush, \textit{op. cit.}, pp. 28-30.

\textsuperscript{24}Isaacs, \textit{op. cit.}, p. 15.
responses become more dominant and his energy is directed to the particular muscles and actions involved. Movement not necessary for the response becomes controllable. In a like manner intellectual and emotional behavior is developed. The child can not reach perfection in this situation, but he can strive for it. Even adults show signs of childhood behavior characteristics.  

Childhood training is both positive and negative. Whenever a child learns to do something he is also learning not to do something else. This may be observed in almost any game in which the rules must be learned: there are also errors which have to be avoided or penalties ensue. In hopscotch, the object of the game is to go forward, but stepping on one of the lines requires the participant to start over. Similarly, in hide-and-seek, those who are not 'it' go and hide, then try to come in without being caught. If they are captured, they are 'it' for the next game. In such games balanced training is developed.

The child is not interested in activities which do not help him solve his own problems. Seldom are the problems of parents and those of children the same. Because of this, it is difficult for the parents to know what method to apply, and they are afraid of confessing their own weakness or inability to handle the undertaking. Some are

afraid to face the fact that whatever is started should be
finished. In situations involving personal relationships,
the child is sometimes right; it is a wise parent who
will recognize this for the child will more likely adapt
himself to the parents later demands. If they do not, the
child’s resistance is increased. Wagoner makes the statement,

Rewards come through the success of our understandings
and through the satisfaction derived from what we have
done. When a human being steps in to give a reward, it
should be for performance and not for cessation of
misbehavior. The greatest reward comes in that feeling
of mastery, the joy of accomplishment in independence.

For every child, the learning and the development of
habits depend upon experience. All of the difficulties
and pleasures arising in family life are the result of the
contact of one human being with another, which aids in the
developing of each of the personalities. For the child, the
very thought of the word ‘adult’ implies a series of experi-
ences. If he does not profit by experience in some degree,
there will be no adult. A group exists not only for itself
but for new members. In a similar way the family exists
for its children, so that some day there will be someone
to perpetuate it. Parents who are older and experienced
must provide protection and opportunity for development of
younger ones. The experiences by which they profit may
be passed on to their children.

The developing of habits is a sign of development

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Wagoner, op. cit., p. 243
of experience. Douglas A. Thom says, "The term habit embraces all acquired methods of acting and thinking." The more times an act or a thought is repeated, the more likely it will arise again under similar circumstances. Everything the individual does is to some extent the result of habits that are acquired while growing up, such as getting up in the morning, bathing, eating, how he treats others, and the way he thinks. The habits formed give assurance for what has to be done. In the case of bad habits, it is well for the parents to remember that such actions are contrary to personal and social welfare and should be overcome by good habits. Often undesirable conduct is the result of shocking experiences or conversations and can be displaced by wholesome activity.

**Discipline.** In the past it was generally accepted that discipline could be used in the training of children because parents were quite sure of the way the child would react. However, with changing thought in regard to authority and child behavior, this no longer holds true. Before, the adult tried to secure immediate conformity in behavior by substituting his own wishes, his own convenience, and his own authority, for the child's experience. If he were annoyed by the child's actions or hilarious display of joy and happiness, he immediately exercised restraint. The

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27 Thom, *op. cit.*, p. 13
more energy and originality the child had the more likely he would be repressed and come into conflict with authority. All of his natural activity and wholesome responses, his desire to be doing something, made him an object for the parent to poke fun at, to annoy, and to caress. As he would respond to these vexations, he became more enthusiastic or annoyed, as the case might have been, and the adult would control him by discipline. Such a misuse of authority causes rebellion on the part of the child. He usually loses any capacity he possesses for initiating or planning his own behavior, or else his uniqueness becomes obscure and his actions will resemble that of an automaton.

Those who assume authority often forget that every child must do his own growing. It is the child alone who must decide whether or not his conduct is right and acceptable. The parent should recognize that his perception of value is undeveloped rather than judge him in comparison to his consciousness of value. Approval of desirable behavior is far better for securing a repetition of that behavior, than permitting undesirable conduct to be followed by disapproval.

Obedience is no longer considered to be a supreme virtue, but is important only in protecting the child from undesirable forms of behavior. Where parents have found obedience to be a convenience, they have also found the result to be disobedience. Wagoner finds that "children tend to be more successfully trained when the source of
authority is perceived to be in the situation rather than
from a personal benefit to the one responsible for it. 28

Some parents feel that authority restricts the
child's freedom. No doubt this is true. The child relies
upon his superiors for food, clothing, shelter, and care,
which in themselves subject him to their authority. Yet
because he is being restricted to this, he is being pre-
served and allowed to grow into maturity. In this sense,
authority is necessary and plays an important role in the
child's development.

On the other hand, a certain amount of freedom is
required. By trial and error the child learns to subdue
and conform his own wishes to the needs of the group, and
in doing so discovers what is necessary to satisfy his
own desires. In such a procedure he learns the value of
convention and the kind of behavior that is approved. Thus
he learns to weigh values in his own mind. When he develops
an appreciation of the place he has in society, he learns
to control his behavior, and to avoid the invasion of other
peoples' rights. Neither does such training develop a
passive method of learning such as saying 'please' and 'thank
you' when prompted to. Authority defeats its goal when it
attempts to protect the child from real life experiences.

Authority properly used finds its function in the

28 Wagner, op. cit., p. 296
encouragement of desirable responses. As virtues are recognized and enlarged upon, the faults of the child disappear. Such authority is found to develop a capacity for self-direction in trial and error behavior, resulting in a feeling of responsibility for whatever might come. Unnecessary help becomes a hinderance to the child developing under such conditions as these. He gains self-confidence and tries to stand upon his own feet. Terman finds that those parents who are happiest are the ones who, as children, describe their parental discipline as being firm but not harsh.

II SOCIAL RELATIONSHIPS

Children love companions. As the infant grows and begins to find himself, he realizes that he cannot be completely happy alone. During his early years he is satisfied by the attentions paid him by his parents and immediate family. But as he grows older, limited personal relationships are not enough. As he learns to play he seeks someone to play with. When he wants to talk, he desires someone who will hold a conversation with him. His limited acquaintances in the home do not fulfil his wishes so he seeks others. It is a wise parent who recognizes this desire and offers the type of training which will prepare him for the social world.

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29 Terman, op. cit., p. 229
Anderson\textsuperscript{30} finds that the training of the child for a social life involves experience in meeting other persons, both children and grown-ups. But underlying this need are the attitudes with which the child is able to approach the group. Will he be afraid or will he be at ease? Probably the most fundamental attitude is the liking of other people. If life is meant to be spent with other people, the thing of primary importance in the child's social adjustment will be his ability to enjoy being with them and to appreciate their good qualities. Anderson says, "The person who dislikes others, who constantly sees their weakness, who never can speak well of another, is foredoomed to a life of unhappiness."	extsuperscript{31}

Many parents regret to see this stage come into the life of the child for it means the beginning of the end of their own proprietorship over him. As home ties are weakened, outside interests take their place. The social urge, which has sometimes been referred to as an irresistible race heritage, literally pushes the child out into a series of relationships, in which he learns to make friends and foes.

One of the first experiences that the child encounters is that of learning to play with others. Wagoner describes play as "the manifestation of spontaneous, free

\textsuperscript{30}Anderson, \textit{op. cit.}, p. 168

\textsuperscript{31}ibid., p. 168
full integrated activity of the child."\textsuperscript{32} It aids in developing new skills which replace those movements and controls acquired in infancy, - outgrowing them. It has been found that most children only attempt what they feel they are capable of doing according to their ability and strength. Sports and games are usually the first to be tried and mastered because they evolve out of natural spontaneous bodily movements. Play is important because it involves learning. As the child outgrows old forms for newer ones, they become more complex and display his ability to advance by the use of opportunities offered. In general, play permits and facilitates sensory and perceptual experiences. The child's mental life is increased and his social adaptability is enlarged.

With the natural development of play there evolves a desire for association in certain picked groups. It is usually at the age of ten or eleven that both boys and girls become interested in gangs and clubs. Cheley says, "the gang becomes the most potent influence in the life of the growing boy for good or bad."\textsuperscript{32} This tendency to form social groupings is so great of late that nearly all organizations concerned with child welfare have capitalized upon it by organizing club facilities. It is only right that such programs should be recognized and their significance under-

\textsuperscript{32}Wagoner, op. cit., p. 255
\textsuperscript{33}Cheley, op. cit., p. 245
stood.

If parents are to appreciate the importance of the gang, they should know what contributions it makes to its individual members. In the first place, it gives the child pals and the privilege of selecting a chum. This is of special significance in the case of the child who has no brothers or sisters. As the gang enlarges, the circle of interests of each member becomes greater. All interests are pooled in order that each member might take advantage of more activities than he could create for himself. Just as there is an increase in the number of interests so there comes a growth in the expression of personalities. In the gang, the child learns loyalty and team work and develops a desire for leadership.

As Cheley has pointed out,34

As long as there are homes there will be boys; as long as there are boys there will be gangs; as long as there are gangs, Dad should give them a great deal more intelligent consideration than is now the case. Homes plus boys plus gangs plus vigorous activity under sympathetic direction is the simple formula for the making of the very best type of manhood.

Since a child should have a gang, the home should be concerned with the kind of a group the child belongs to. If it is to be a good gang, it should be guided. It has been a misconception to believe that all gangs and clubs must be under the supervision of some agency or welfare or-

34 Cheley, op. cit., p. 247
ganization in order to be acceptable. The home is one of the best meeting places a gang can have and the parent is the best supervisor that can direct them. It has been observed that children were much better off when parents have supervised their spontaneous group activities. Directed activities build character, which is, in reality, the parents objective and purpose for the gang. The type of character needed is that which functions from the inside rather than having to be directed from the outside.

Another influence manifesting itself within the last few years for the building of social relationships is camping. It might be called concentrated and unified gang life. At the present time, the summer camp occupies a prominent place, and is of great educational and recreational value in the program of the child. In many cities it takes the place of the back lot or the old swimming hole. With life moving so fast and being so complicated, many parents have no time to give their children the experiences of outdoor life found in handicraft, camping, sailing, swimming, and organized sports. So the camp endeavors to provide for activities the parent can not supply. In camp the child learns to live with other children, to share their joys and sorrows, and to direct his personality into channels which will be beneficial to others and afford pleasure and growth for himself. From a study of well-adjusted children, it was found that 84% of the boys and 76% of the girls observed, had made
visits away from home for at least one week's duration. Further findings showed that 83% of the boys and 62% of the girls had not been homesick. This indicates that the group studied was well emancipated from the home, and that such separation was of distinct value.35

With the development of the body and the mind in the growing social life of the child is the development of the spirit. It is the duty of the parents to see to it that their children's religious ideas are adequate for the expanding life. So often has this been lacking that genuinely vital religion has been lost in the character building process. The White House Conference of 1930 found that the primary responsibility for the child's experience of religion rested with the family. Not until later in life is the responsibility shared with the church. They36 estimated that fully half of the children and youth of the United States receive no formal religious instruction. It is heartening to know that they wanted to do something about it. They recommended that

Adult leaders of children be persons of utmost integrity, with a vivid appreciation of spiritual values; that parents and teachers be ever alert to the importance to the child facing specific life


36White House Conference findings, in Survey, February, 1940, p. 56.
situations; that wholehearted recognition of the place of religion in the development of culture be given by all who deal with children—parents, teachers, social workers, and representatives of the press, radio and motion picture; that religion be treated frankly and objectively as an important factor in personal and social behavior . . . [and] that the use of religion in personal counseling be further explored.37

Parents often feel that religion to a child is just a matter of going to Sunday School and to church, a habit that the child should develop. But there is more to it than that. Just because a child expresses his religion in actions is no sign that he is not capable of strong religious feelings. In fact, feeling is the dynamic of action. The child has the ability to see God in nature and to become conscious of His presence in the world about him. With growth, questions about life, its origin and ultimate end, will come into the child's mind. The result of his future attitude will be determined by the way in which the parents have acted as interpreters in the past. Hart38 finds that the ideal type of approach to the religious training of children is the provision of those surroundings which will encourage the child to develop for himself attitudes which will be helpful to the richness of life and the integration of personality. Creeds and rituals are not necessary for the young mind. Neither will a laissez faire attitude be enough. The child will not construct a religion

37ibid, p. 56.
38Hart, op. cit., p. 236f.
of his own. But he will absorb and imitate the ideas and ideals of the people whom he admires and trusts. There must first be the right example set by the parent which will be a sound and creative pattern of intellectual integrity and religious faith, in order that such a heritage will be available for the child.

The sort of religious training that is found helpful to today's children is aptly expressed in "A Young Man's Prayer," by Harlow G. Metcalf. 39

God make me a man--
Give me the strength to stand for right
When other folks have left the fight.
Give me the courage of the man
Who knows that if he wills he can.
Teach me to see in every face
The good, the kind, and not the base.
Make me sincere in word and deed,
Blot out from me all sham and greed.
Help me to guard my troubled soul
By constant, active, self-control.
Clean up my thoughts, my speech, my play,
Oh, make of me a man to-day!

III SEX PROBLEMS

The finest constructive approach to sex education is in a simple and homely environment where there is love and affection of father and mother for each other and for their children. In such parents children observe insight, understanding, culture, and appreciation for others. Such family life is worth many 'dos' and 'don'ts,' not in taking the place of sex education, but in building a foundation for

39Cheley, op. cit., p. 309.
worthy conduct.

The normal functions of life should be treated as such. Hart says, "Perhaps the worst reaction for parents to give is to show shock, horror, disgust, embarrassment, or indignation when their children raise questions about sex, or when they exhibit interests in sex organs." 40

Proper sex instruction is more adequate when coming from parents, and more harmful when received from other children. Yet, many parents hesitate about giving it. Libe 41 finds that many parents are reluctant because they themselves lack true instruction. Others, because they themselves are morbidly passionate, filled with exaggerated or unnatural desires. They cannot hear or read the truth about sex without becoming abnormally excited, feeling that others will suffer the same effects from such discussions as they do. Still others interfere with sex training because they themselves are sexually cold or impotent or are perverted, abnormal individuals. They judge the world by their own standards and beliefs, being blind to the needs of normal human beings. Where proper advice has been lacking children have made discoveries for themselves. Bromley and Britten, 42 in their survey of sex attitudes among high school

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40 Hart, op. cit., p. 293.


students find that two-thirds of the students not only know about birth control methods but have heard about or knew school girls who have had abortions performed. And most of them reported that they have never received any sex instruction at home. Worse yet, they could not even discuss such problems with their parents.

A large number of people feel that ignorance in sex is the cause of many crimes and of many diseases, when the cause should be blamed onto the prevailing harmful moral attitudes. There are conservatives who protest, and who authorize censors to guard our 'morals,' to clean up sex and crime and disease, when they are really interfering with the diffusion of knowledge and truth. Some feel that sexual education overemphasises the importance of the sex problem. But, whether they recognize it or not, sex is one of the main factors which decides man's fate, which gives meaning to his existence. The human anatomy is so constructed by nature that it will multiply the species. "Sex is the mainspring of our lives, the final motive of our actions... The importance and urgency of sex problems are not overestimated, they are underrated." 43

"Where do babies come from?" This is usually the child's first question regarding sex information. This brings up the problem as to when parents should begin giving such instruction. The opportunity for this is when

43 Liber, op. cit., p. 131.
the first question is asked. The child’s interest has no special emotional significance at this time. He probably asks for much which he cannot understand but his curiosity is satisfied for the time being and a sense of confidence in his parents is strengthened. Then as he later needs more information he will return to the same source for it.

Curiosity on the part of the child should be satisfied with information suited to his needs. It is to be remembered that sex advice establishes habitual attitudes which are desirable and which prevent unwholesome ones from taking root. Neither moral training, emotional guidance, or character training can be given separately, but have to be a part of all general information. During the young child’s life such education is acquired from the standards and attitudes displayed by his parents.

Exact methods for sex instruction are not necessary, for the children will help and guide their parents. For the child to know that babies grow in the mother’s body, and that they come out developed and alive is a romantic and marvelous story in itself. It will usually satisfy the child for some time. At this stage, the part that the father plays in procreation is of little interest to the child. Such reasoning comes later.

Whether sex instruction comes directly or indirectly, or both ways, no child will fail to receive such information. From the time of babyhood, emotional attitudes are being constantly established, and they may remain throughout life.
Ideas about sex may be given through stories of other children, by the observation of animals or human beings, and by direct information alone. It has been found that the foundation of sex training is better laid when accurate and correct terms are used. The importance of such a vocabulary for the child cannot be overemphasized. 44

For those parents who desire to give their children proper instruction and yet feel inadequate about offering it, they find the book entitled Growing Up, by Karl de Schweinitz, 45 one of the best written. It gives the story of how human beings become alive, are born and grow up. Where parents feel themselves limited, it is an ideal book to put into the hands of the child. It is well written and in a language which children can understand.

Sex talks between parents and the child usually begin when the latter is five years old, sometimes a little earlier, and last until the twelfth year or more, depending upon the mental and emotional condition of the child. Parents may ask themselves if there is something wrong when a normal child reaches a reasonable age and does not ask any questions. He is usually afraid of his parents or has acquired some secret information. Most authorities feel that children should be encouraged to talk freely and frankly and to ask questions.

44 Wagoner, op. cit., pp. 179-180
45 K. de Schweinitz, Growing Up, (New York: Macmillan Co.)
Parents often become alarmed over the problem of masturbation. At present, it is generally agreed that such a practice is natural and not physically harmful when not carried to excesses. In most children it is one of the first sexual experiences. They discover that there is a sexual satisfaction gained by handling the genitals. Such a discovery is often made in babyhood, thought in an incomplete form, such as the setting up of friction by rubbing the legs together. It is usually quite common among school children, frequently occurring in both boys and girls when they approach puberty. It is not a disease, neither will an honest physician try to cure it. It may become an acquired habit and the thoughtful doctor will most likely help the child to break it by offering some general advice. "Masturbation is not dangerous, it is usually harmless... but its practice is not to be recommended. Most people suffer from the fear of it."46

Susan Isaacs sums up this matter of sex in her statement,

Regarding the whole problem of the education of little children in sexual matters, whether knowledge or behavior, one very important thing has to be remembered, namely, that the development of a satisfactory emotional attitude toward sexual relations, marriage and parenthood, depends far more upon the internal psychic development of the child, conditioned by his experiences in infancy and quite early childhood, than upon any direct teachings in later childhood and adolescence.47

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46Liber, op. cit., p. 126.
CHAPTER IV

ADOLESCENT DEVELOPMENT

The period of adolescence may be called a vague transitory epoch between childhood and adulthood when the individual clings with one hand to the pleasures and the protection of childhood, and with the other hand tries to grasp some of the responsibilities and privileges of adulthood. It is during this stage that he acquires a great many physical traits of adulthood and still has to function under the activities and disciplines of childhood. He is "no longer a duckling, he is not yet a swan, although he is constantly trying out his growing powers." In general, adolescence begins with puberty, the earliest age when children can beget or bear offspring, and continues until adulthood, when full size and strength of stature and accumulation and integration of experience has been attained.

With adolescence, many new problems appear and new traits reveal themselves. The senses become much more acute and the physical world takes on new beauty. The emotions are easily aroused and youth enjoys the sensations which result. The imagination expands and turns inward causing them to dream of what they can do. They put themselves up as idols. The love of adventure makes them rest-

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1 Garland, op. cit., p. 280.
They want to be heroes and to have others admire them. Some writers feel that these problems are to be expected because of physical and glandular changes. Other psychologists and educators believe these matters to be the result of children's attempts to ascend into the social order. Such problems seem to be due to the difference between the training children have been under when they were small and the kind of behavior expected of them later. It is easy for them to become confused, because they are expected to assume an almost mature role in independence and responsibility, and their training has not had an opportunity to become adequate to meet the situation.²

There are two problems during this stage of development which are of interest in this study. The first is puberty, that age when sexual maturity is reached, when the child is aware of his or her normal masculinity or femininity. The other matter of interest is the expansion of the child's social interests.

I PUBERTY

Growth into maturity is represented by a series of developmental stages, each stage increasing the capacity of the individual to act, and increasing his contacts with his environment. If the child passes through the previous

stages of childhood development successfully, there will be less strain upon him during this period.\(^2\)

A number of physical traits develop in this period of puberty. One of the first signs is the sudden increase in the breadth of the pelvis. This occurs around the age of fourteen in boys and from the ages of twelve to thirteen in girls. This sudden development is the sign for other sex differences to develop. Genital hair appears in both sexes. With the female there is the development of the breasts and the onset of menstruation, while in the male the beard begins to grow and the voice deepens and becomes mellow. With the maturity of his sex organs there begins an occasional nocturnal emission of semen. As the growth of both male and female continues their bodies assume the characteristic lines of sex: full hips and narrow shoulders in the woman, and broad shoulders, narrow waist and heavier muscles in the man.\(^4\) These characteristics might be retarded or left dormant by sickness, faulty habits, and lack of proper nutrition.

Certain motive powers come to light with the flowering of puberty. With the urge to be a hero and to gain the attention of those about him, the child begins experiencing


\(^4\) Garland, op. cit., p. 30.
a sense of pride. This is evidenced in the way he wears his clothes, the matching of color schemes and the choosing of right combinations or outfits to suit various occasions. He is especially careful that his hands and face are washed, his fingernails cleaned and trimmed and his hair combed. Girls delight in applying makeup and nail polish. The wearing of jewelry often becomes excessive. Both sexes begin to develop social graces. The boy outdoes himself in trying to win the attention of the girl, while she shyly acknowledges him with a certain amount of reserve.

Similarly, the child becomes aware of a sense of responsibility. He realizes for the first time how dependent he has been upon those around him for all that he is. There comes a feeling of trying for himself, of being able to do things without being told. He takes pride in carrying his own burdens.

Probably the most important and effective inner drive which the child experiences at this period is that of a life purpose. As he senses the responsibility for doing for himself, he begins to realize that he is living for a reason. There will not always be someone around to feed and cloth him, and to solve his problems. For the boy this factor of a life program usually centers on the problem of a vocation. If his family ties have been strong enough he may assume a role similar to that of his father. Or if some particular interest arouses his imagination he will strive toward that end. In the case of a girl she may
either center her attentions on a vocation or become interested in human affection. At this age a large number of young folk undergo some kind of religious experience or conversion. It may be only a start but it will increase and deepen as they grow. Parents cannot originate any of these motives in the minds of their children, but they can recognize them, encourage them, and give them a chance to grow.

Today, there is a rapidly increasing knowledge about children; the more that is known about them, the more they are desired. Because of this, their bodies and souls are more worthy of love, reverence, and service, than anything else in the world. There is nothing that offers parents such motives to become and to do the best they can as the desire to bring their children to the fullest possible maturity of all their powers. Primitive peoples attached no value to life. Consequently they had no problem of adolescence. Sex experiences were a matter of course from puberty till the time of mating. Life required few great obligations of them, and it brought them little in the way of higher rewards. Civilized children have a different environment and must be guided and cared for with patience, understanding, and forebearance. With children of today education and training have become a vital part of their make-up. Walter M. Gallichan says,

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Garland, op. cit., p. 33.
If girls were educated from puberty, or late adolescence, in the psychology of man and woman, and taught to recognize the specific differentiations of the sexes, the powers, aptitudes, limitations, emotions, and aspirations, all that goes to the direction of conduct, they would err less often in the choice of husbands. The same rule applies to the mental training of young men.

II EXPANDING SOCIAL INTERESTS

The general adjustability of the individual rather than his adjustment to any particular environment is of extreme importance. If a child is reared under such an aim he will be able to meet and adapt himself to new experiences in life as they unfold.

In the previous chapter (p. 32) the problem of social relationships and its place in childhood development has been shown. When the child reaches puberty the same social conditions are present, but in an advanced degree. The child's social consciousness is strongly awakened and social organizations of young folks (with those of their own sex) become almost universal. There is a growing sentiment toward the opposite sex, which is felt more keenly by the girls than by the boys. It is not until this is aroused in the boys also that a degree of repulsion is noticed between the sexes. Shy and romantic interests soon turn to an active seeking and finally into a hearty social life between the sexes. Where the gang existed for the one sex, emphasis is now placed upon couples and the crowd. In

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such, team play becomes complete, for group games are popular. Because pubescence is fully developed, each sex is attracted toward the other and affections begin to appear. If home life has been congenial and sex education has been a matter of proper development, children will be able to steer a right course through this trying period and come through adequately prepared for marriage and a happy future.

During the period of adolescence some parents worry about so called 'crushes' between their maturing children and others of the same sex. Garland states that there is no harm in this unless it is overdone. If that is so it might prevent the establishment of heterosexuality, or attraction for the opposite sex, which would be for the normal relationship with its natural consequences of love, marriage and parenthood. He makes the statement that "homosexuality is a more serious problem when it is carried to the point of actual overt acts." 7

With the development of heterosexual interests comes the problem of promiscuity. Moralists believe that such physical intimacies as spooning, petting, and necking are the symptoms and the causes of sexual degeneracy of modern youth. Those who uphold this theory are in the minority, as has been evidenced by the great number who have participated in the popular pastime. The harm is in the degree to which it may be carried. For the most part, those

7Garland, op. cit., p. 280.
who have had proper training beforehand experience no serious after effects. Terman finds from his survey that there is no relationship between adolescent petting and marital unhappiness.

In a study of fifty-three sets of Juvenile court statistics made in 1937, it was found that 53% of the boys' cases referred were for acts such as stealing, burglary and holdup, and 65% of the girls' cases were for sex offenses, running away and being ungovernable. Their age range was from fourteen to sixteen. For the majority of the crimes committed the underlying factor in conduct could be traced to unsatisfactory home training and repressed social urges.

Children need good wholesome social activity. Taft remarks, "The family can reduce the pullback of childhood by encouraging economic independence, breaking away from the home, going away to college, widening social interests to extend beyond the family circle." Where parents do this they keep their love for their children objective and unselfish and find a joy in seeing them become independent. Active participation in music, dancing, skating, drama, clubs, and athletics, produces socially well-balanced

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individuals.

Only two problems, puberty and the expansion of social interests, have been considered here regarding the development of the child in adolescence. But they serve to show some of the main forces at work which condition the child for later marital life. As to the way in which they will expand will determine, to some extent, whether or not that marriage will be happy.
CHAPTER V

DEVELOPING INTO ADULTHOOD

During the later years of a young person’s life there is a tendency for him to be reconstructive. From infancy through adolescence, his life has been one of transition. Now he begins to settle down into a different pattern of life. His reasoning becomes dominant and his enthusiasm is harnessed. His judgment of himself becomes more fair. He seeks a mate and begins to think in terms of a home life of his own.

It is at this stage in a young person’s life, when seeking his life partner, that the problem of personal relationships arises. Custom and morals have taught him to be on his guard and to be very discreet in his love making. But his intuition is often guided by biological and emotional drives. He is confronted with this problem of what to do before marriage, because of its direct bearing upon his happiness when later married.

I CHOOSING A MATE

Groves\(^1\) points out that the choice of a mate is for the most part unconscious. Every individual has anticipated

in his mind the sort of person he wants to meet or fall in love with. This pattern is greatly influenced by childhood impressions, usually by outstanding characteristics of the parents or of someone idealized. However, the person often chooses a life partner who may not have any of these dominating factors. Groves says that because they take it for granted they will marry, a personal inclination is registered. This, plus a biological urge and social pressure, eventually fulfills the desire.\(^2\)

Parents often play an important part in the youth's choice of a life partner. If his love life and social interests have broadened progressively and have taken on a more objective character, he will be able to face mature sex and social responsibility with courage and endeavor. If parents have been lax in their home training, the young adult will find fault in real love and difficulty in heterosexual relationships.\(^3\) Parents have aided most when they have built up naturally some of the fundamental principles which underly the fulfilment of personality in marriage, long before any serious affair starts. When love affairs have begun parents should try to understand them sympathetically, and do all in their power to help their children act wisely.

Burgess and Cottrell find that "the initial

\(^2\)ibid.

\(^3\)Taft, op. cit., p. 8.
adjustment of any two persons to each other was almost always in terms of some cultural characteristic.  It was found that during adolescence, physical and sexual attractions dominated in young minds, but where proper training existed they were able to control their desire and rise above them. Upon attaining young adulthood, they become aware of the other requirements which are necessary to make their future living complete.

Social traits, habits, and personality factors are recognized as the more fundamental elements for happy marriage. Such differences as race, education and religion are to be taken into consideration before it is too late. Hart finds that marriages which have involved two different races often cause social exclusion from both races involved, especially where children exist. It is also the cause of racial antagonism, loneliness, and a feeling of inferiority or failure.

In a similar way religious differences cause unhappiness. In a study made in Germany, the fewest divorces were from marriages between Jews, while the largest number were between Jews and Catholic or Protestant, or between Catholic and Protestant. This is only reasonable, because the Jewish people differ in their religious beliefs with

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5Hart, op. cit., p. 113.
the beliefs of the Gentiles. There also exists cultural differences and ethical conflicts. It was also found in this study that irreligious people had more frequent divorces. Hart says, "Those having active affiliation with church groups, and have a living faith in the ethical teachings of Christianity or Judaism, are less likely to end their marriages in a divorce court."\(^6\) If the ways of living of two individuals are radically different, either socially or educationally, serious problems of adjustment are bound to arise. If two intellectual extremes marry, the dumber mate may develop an acute inferiority complex, making it difficult for either party to share the other's interests. They tend to grow apart.

In choosing a comrade for marriage, certain desirable traits direct one's choice. Undesirable characteristics do not play such a strong role in one's choice unless they are antagonistic. Then they often become so dominant that all desirable traits fade away. One person often tries to find in the other certain desirable qualities which he himself has, such as health, sex vigor, and comradeship. In his book on Marriage, Groves lists those traits which are desirable, and those which are undesirable. Among those which are to be desired are "good health, humor, industry, judgment, courage, patience, unselfishness, and faithfulness."\(^7\) Some of the unsuitable features are,

\(^{6}\text{ibid. p. 115.}\)
\(^{7}\text{Groves, op. cit., p. 126.}\)
bad health, both physical and mental, chronic jealousy, ungovernable temper, inferiority feeling, dislike of children, inability to have children, bad heredity, both physical and mental, addiction to alcoholic beverages, vanity, laziness, natural irresponsibility, dependency upon relatives, and lack of integrity. 8

In Terman's study 9 it is found that such background factors as the occupational status of the husband, the family income, presence or absence of children, age differences, length of schooling, and religious training, have little or no correlation with marital happiness. The factors which effect happiness in marriage are happiness in childhood, amount of conflict with mother and father, and the type of home discipline.

Two integrated personalities make one happy home. Wise and thoughtful couples are not so much concerned with each other's physical possessions and qualities as they are with their personalities. Often two people come to love each other because of the change which their personalities cause in each other. A good test which determines the seriousness of a love affair has been prepared by Newell W. Edson. 10 It not only assures one of a live sex desire, but also of the strength of the love impulse. It proves itself a good test for many young

8ibid, p. 136f.
9Terman, op. cit., p. 265.
10Groves, op. cit. p. 138f.
couples.

1. A genuine interest of the boy in the girl.
3. A strong desire to be with her and the finding of greater happiness in her presence than with any other.
4. The feeling of unrest and dissatisfaction when she is absent.
5. A genuine comradeship at all times, a willingness to give and to take.
6. An eagerness to consider justly her opinion and judgment.
7. The feeling of pride in comparing her with any other.
8. A wealth of things to say or things to do when together.

From such a test as this, two people can quite accurately discover if their future happiness would be wholesome and durable. They may know whether or not they are prepared for a real life partnership.

The question of age in mating has been debated and various views have been presented. Numerous conflicts arise which make this matter complex. Hamilton and MacGowan\(^{11}\) feel that a choice of mate in the heat of early youthful passion is unwise—that happier marriages result when the choice is postponed. Groves presents both sides of this problem but feels that, from a biological and physiological standpoint, earlier marriages are better.\(^{12}\)

Groves offers these characteristics, besides those involving personality, as signs of wholesomeness of choice.

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I. The mutual satisfaction that each person continues to find in association with the other.
2. A complementary character of relationship, that of needing each other.
3. The wearing quality of the association.
4. Progressiveness in companionship, the satisfaction of supreme intimacy in love responses as they grow older. 13

II. BEFORE MARRIAGE

Many young couples ruin their future by taking too many liberties in sexual relations before they are married. It is often difficult for the engaged couple to restrain themselves, especially if either or both are highly sexed. Very likely they are sure they will be married, but prudential considerations, involving income and education, delay their plans. Because of the rising American standard of living, the young man hesitates to ask the girl to share his penury during his graduate years. This is a comparatively new situation since graduate work was formerly limited to such professions as law, medicine, and the ministry. But today, nearly every specialized field requires from two to four years of additional study. Yet, the age for falling in love, and the urge to get married remains the same.

In a survey recently conducted on the sex mores of 1,364 college men and women in forty-six colleges and universities of all types from coast to coast, Bromley and

Britten\textsuperscript{14} found that the code of sex conduct is much
different today from that which the church standards have
set forth. They found that great numbers of the younger
generation have broken with the traditional moral ideals.
In general, the attitude and behavior of women is changing,
and men are adjusting themselves to the change. Courtship
is seldom confined now to the sofa or family parlor.
Instead, it is estimated that some five million couples
are petting in automobiles on the highways.

When two individuals fall in love with each other,
they are usually confronted with the problem of how far
they may go in the demonstration of their affections
without endangering their future happiness.

Hamilton and MacGowan show in their study that the
greater percentage of marriages in which pre-marital
intimacies are confined to ardent kissing and petting, are
happiest.\textsuperscript{15}

Some couples experience the most happiness by exerting
self-control during engagement. Such was the case of one
woman, twenty-five years old, and a graduate of a woman's
college. She offers her case as a defense for the so-called
old-fashioned girl. She learned little at home, but was,
no doubt, instilled with the ability to know what was right
in a very positive manner. She did not do a great deal of

\textsuperscript{14}Bromley and Britten, \textit{op. cit.}, p. 3.

\textsuperscript{15}Hamilton and MacGowan, \textit{op. cit.}, p. 271f.
"dating" nor was she promiscuous. When she became engaged, she and her fiancé decided to use self-control. This restrained conduct she attributed to her upbringing, moral principles and self-respect.

They realized that the more liberties they took the harder it would be to stop. Yet they would not think of going the limit. They felt they would gain nothing from caresses that were too passionate. What they did was not confined to those parts of the body which were sexually and emotionally vital. So neither of them became emotionally worn out from unfulfilled sexual desire. They did not feel that such an arrangement was perfect, nor did they feel it would work out for all other couples, yet for them it was the best they could find. They reasoned that there was no point in making themselves sick over something they could not have.16

Perhaps this girl thought she was pure, but she was far from old-fashioned. She showed that both of them had ideals. No doubt, it was easier for them to wait because of her fine temperment, her sense of security, and satisfying outlet for her affections, which her family had developed in her.

Bromley and Britten conclude from their study that "Responsible young men [who] had carefully thought their way around the subject; [who were] not highly sexed,

16Bromley and Britten, op. cit., p. 62f.
analytical by temperament, found it not particularly difficult to wait for a more alluring opportunity.¹⁷

But what effect does promiscuity have? In this survey, it was found that fifty percent of the men and twenty-five percent of the women, who were juniors and seniors in American colleges, have had pre-marital sex intercourse, (their average age was twenty). Of those who have not, one-third of the men said they restrained themselves because of standards and ideals; another third of them restricted themselves because of fear, while the other third offered miscellaneous reasons. Among the women, only a slightly higher percentage than the men refused because of standards and ideals; but, sixty-four percent were prepared to break with conventions if they had not already done so, as they felt that love justified an intimate relationship. Of the men who had experienced sex intercourse, two-thirds of them had been initiated while they were still in high school.¹⁸

Often, the desire for sexual satisfaction in people is caused by parents, though they are reluctant to acknowledge it. Most young people with independent spirits, traditionally react against strict orthodox teachings. Bromley and Britten¹⁹ found that the most seriously

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¹⁷Bromley and Britten, op. cit., p. 138f.
¹⁸ibid., from statistics in Appendix.
¹⁹ibid., p. 229
maladjusted case among the one hundred and fifty-four girls they interviewed was one who had had many lectures on purity from her mother. As soon as she was allowed to leave the family, she began to lead a dangerously promiscuous life. It is always difficult for puritanical parents to realize from a psychological viewpoint that they are making sex alluring by holding it up as a sin. Such procedure only adds mystery and fascination to that which they are trying to suppress. On the other hand, the wise parent teaches that the sex instinct is normal to all human beings and that satisfaction of the instinct should carry with it responsibility for the welfare of the partner and a desire to bring children into the world.

Dickinson and Beam found in their study of One Thousand Marriages that, "Coital experimentation before marriage, or formal engagement, has increased."²⁰ One of the chief influencing factors for this is economic independence. When women began to work in plants and factories they received the new experience of having their own money for the first time. Twenty-five percent of the college women studied offered the same reason. Other factors are impatient waiting and the recklessness to defy tradition. Perhaps there is some correlation with this and the estimate of A. J. Rongy in the American Magazine for July, 1931.²¹

²¹Hart, op. cit., p. 57.
that there were one million criminal abortions annually being performed by physicians in this country, an abortion to every three births.

Though studies show an increase in pre-marital relations, and social mores often constitute the mode of behavior of society in a popular sense, society has not yet placed its stamp of approval upon such acts. With the knowledge of modern methods of birth control such relations, if not carried to access, may have little harmful effects upon the individual's physical health. But pre-marital relations often result in a changed mental attitude toward marriage. Hornell Hart\(^{22}\) shows by studies of actual instances that permissive sex relations among engaged couples indicate a wide-spread tendency to take an individualistic rather than an altruistic, attitude toward partners as well as toward other personalities. He says "the psychological laws which govern social relations make this ruthless individualism unsuccessful as a means of seeking fulfilment of personality."\(^{23}\) Instead of fulfilling personality license is wrecking it.

Popeneoe\(^{24}\) finds that sexual intercourse before marriage interferes with the family by making young people less likely to marry. Women who lose their virginity often

\(^{22}\)ibid, p. 60.

\(^{23}\)ibid.

gain a feeling of inferiority and develop a fear of losing their reputations. Sometimes infection is caused by gonorrhea or syphilis. Some of them become disappointed and disgusted with the experience and decide that marriage is not the thing for them. Those who go ahead and marry may feel that they are less fit for marriage because both have undergone a mental deterioration in respect to their standards of mate selection. They are also less likely to succeed because pre-marital experiences have, for the most part, been purely selfish, seeking mere excitement and transitory gratification.

Premarital relations may deteriorate character by weakening or destroying such important traits as altruism, a sense of responsibility, and the habit of self-control. Both for the benefit of the individual and for the race it is desirable that unselfish responsibility should be maintained for marriage and parenthood, and not the selfishness and irresponsibility that go with promiscuity and free love. 25

Regarding the length of time two people should know each other before they get married depends largely upon circumstances. Terman 26 finds that there is almost a negligible relationship between marital happiness and the length of pre-marital acquaintance. Most of his cases

25 Ibid., p. 58.

26 Terman, op. cit., p. 197.
show that an adequate basis for good judgment could usually be developed within a year's time. The length of engagements was for about the same period of time as premarital acquaintances. A few husbands engaged under six months and wives under three months were not quite as happy as those of longer periods. Long engagements show the highest degree of happiness.

Groves feels that there is a hazard in a very brief or a very long engagement. A period ranging from three months to a year appears to be most reasonable. 27

27 Groves, op. cit., p. 146.
CHAPTER VI

MARRIAGE

Real love is the foundation of true marital happiness, though happiness is not the only goal of marriage. At present, it is the most commonly accepted standard for evaluating marital success. It must be kept in mind that all of the factors which cause happiness and unhappiness in marriage have not yet been discovered. And there are many kinds of happiness, none of which can be measured in terms of units on a measuring stick. Yet, they are real and can be evaluated to some extent. Such an evaluation of marital happiness is yet in its infancy.

The first clinic for giving matrimonial counsel was started by Dr. Paul Popenoe at Los Angeles in 1930. Since then several others have been started. As further development and study is carried on the problem of divorce will probably become less acute.

The individual who enters into a life of matrimony carries over with him a great number of habit patterns, emotions and responses, that make him what he is. These characteristics become guide posts for the choice of his mate and determine, to a large extent, the adjustments he will make in his new relationship. They will determine the

limits of his ability to enjoy friendship, loyalty, companionship, understanding, children, and sexual intimacies.

Marriage is the only healthful institution that separates individuals from the direct influence and guidance of their parents, and fulfills the needs of love, companionship and a home. If it is to be satisfactory and worthwhile, it should satisfy the expectations and the desires of both parties united.

Leonie Ungren-Sternberg makes the statement, "The idea of the unhappy marriage is still current among us; in the future it will probably be a curiosity." If it is to be made a curiosity, a better understanding of all of the causes of happiness and unhappiness will have to be worked out and made available for those seeking marriage, just as it has been possible for them to learn of such new developments as birth control methods.

I HAPPY MARRIAGES

The difficulty of making a successful marriage under modern conditions cannot be underestimated. For those who are sincere in making it a working hypothesis, there are provided the essential conditions under which their emotions and passions can become mature and harmonious. Walter Lippman says,

With the dissolution of authority and compulsion, a successful marriage depends wholly upon the capacity of the man and woman to make it successful. They have to accomplish wholly by understanding and sympathy and disinterestedness of purpose what was once in a very large measure achieved by habit, necessity, and the absence of any practicable alternative. It takes two persons to make a successful marriage in the modern world, and that fact more than doubles its difficulty. For these reasons alone the modern State ought to do what it would none the less be compelled to do; it ought to provide decent ways of escape in case of failure.

But if it is the truth that the convention of marriage correctly interprets human experience, whereas the separatist conventions are self-defeating, then the convention of marriage will prove to be the conclusion which emerges out of all this immense experimenting. It will survive not as a rule of law imposed by force, for that is now, I think, become impossible. It will not survive as a moral commandment with which the elderly can threaten the young. They will not listen. It will survive as the dominant insight into reality of love and happiness, or it will not survive at all. That does not mean that all persons will live under the convention of marriage. As a matter of fact in civilized ages all persons never have. It means that the convention of marriage, when it is clarified by insight into reality, is likely to be the hypothesis upon which men and women will ordinarily proceed. There will be no compulsion behind it except the compulsion in each man and woman to reach a true adjustment of his life.

In the light of changing social mores in both childhood development and marital happiness, Terman offers ten important basic items prevalent in happy marriages.

1. Superior happiness of parents.
2. Childhood happiness.
3. Lack of conflict with the mother.
4. Home discipline firm but not harsh.
5. A strong attachment for the mother.
6. A strong attachment for the father.
7. Lack of conflict with the father.

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8. Parental frankness about matters of sex.
9. Infrequency and mildness of childhood punishment.
10. A pre-marital attitude toward sex that is free from
disgust or aversion.

The specific factors found among happily married
women are characterized by the following:5

1. A kindly attitude toward others and the expectation
   of kindly attitudes in return.
2. They do not take offense easily and are not
   concerned about impressions they make on others.
3. To them social relationships are not rivalry
   situations.
4. They are cooperative, do not object to subordinate
   roles, and are not annoyed by advice from others.
5. Their responses are evidenced by missionary and
   ministering attitudes.
6. They prefer activities that bring educational and
   pleasurable opportunities to others.
7. They are painstaking and methodical, careful with
   details, and careful with money.
8. They are conservative and conventional in matters
   of religion, morals, and politics.
9. They express a quiet, self-assurance and
   optimistic outlook upon life.

There is a great degree of contrasting temperaments
between husbands and wives, which make for marital happi-
ness, as is evidenced by the following in the men:6

1. They possess an even and stable emotional tone.
2. Cooperation is the most characteristic reaction
   toward others, as is reflected in their attitude
   toward superiors in the business world, with
   whom they work well.
3. They show a benevolent attitude toward inferiors
   and the underprivileged.
4. In gatherings they tend to be unself-conscious and
   somewhat extroverted.
5. They show superior initiative, are better with
   responsibilities, and are more willing to give
   close attention to details.
6. They like methodical procedures and people.

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5ibid, p. 145.
6ibid, p. 155.
7. In money matters they are saving and cautious.
8. They possess strong conservative attitudes.
9. They show a favorable attitude toward religion, favor sex mores and other social conventions.

Hart offers the following measures to married couples to prevent and eliminate conflicts. 7

1. Eliminate needless irritants and antagonizers.
   This includes overfatigue (the need for labor-saving devices), overwork, loss of sleep, peevishness and boredom, too much work. All of these can easily be removed by using intelligence. This also includes physical defects, such as eyestrain, tight shoes and infected teeth. Anything that prevents the purpose or hampers the functioning of personality is irritating. Such things around the home can also cause this, such as defective appliances, defective furnaces, and lack of punctuality with meals.

2. Discuss crucial problems frankly and open-mindedly but do not debate them continually.
   Husbands and wives must try to understand each other. It will be necessary to surrender the debate point of view for a creative-discussion basis. Deepest and truest understandings come through affection and imaginative insight into the other person's experiences and wishes.

3. Be just, but do not demand justice.
   Neither spouse can be demanding. To be happy they will have to remove all grounds for injustice and concentrate their efforts on discovering how both their interests

7Hart, op. cit., pp. 218-225.
can be fulfilled and enriched.

4. Formulate plans jointly.

Patriarchal rule has disappeared. Wives should not try to work their husbands by playing upon their sympathy, their egotism, or sex motives. There should be a genuine partnership based on sincere and frank understanding. Yet, each one's freedom should be preserved.

5. Invent solutions which will enlarge areas of agreement.

New foundations will be needed for motives, wishes, and purposes. When conflicts arise, they can go back to specific purposes, find a common basis, and then discover, invent, or build new foundations of purpose.


Minor irritants, maladjustments and trivialities will have to be ignored.

7. Both must be good sports.

They must be able to laugh things off.

These items and contrasting temperaments, which are found prevalent in studies of happy marriages, do not compose the entire foundation for sincerely happy married couples. They determine some of the underlying reasons for it. For the most part, they cannot all be acquired at the time of marriage or afterwards. By that time it will be necessary to do the best one can. It is to be remembered that marriage is not a repair or rejuvenating shop, which alters or betters one's background. Marriage brings to
light and emphasizes early experiences. Behind these factors and conditionings that determine a couple's degree of happiness is found a period of childhood development and preparation.

II UNHAPPY MARRIAGES

Most of the factors which cause unhappy marriages come to light after the divorce has been granted. Yet not all of the divorces granted explain the reasons for failure. Judges have tried divorce cases in which they did not know the fundamental underlying causes of maladjustment. Hart finds that the popular grounds for divorce or desertion, such as incompatibility and maladjustment, are not the most frequent causes according to the actual cases he studied. Women place little stress upon sex adjustments, rating them as twelfth in importance of causes.

Terman finds that much so-called incompatibility in marriages is due to a predisposition to unhappiness in one or both of the individuals concerned. There are some persons who are so lacking in the qualities which make for compatibility that they will be unhappy in any marriage. Others can only find it in the most favorable of circumstances, while a fortunate few can be happy regardless of how unhappily mated they are.

8 Ibid., p. 205.
9 Terman, op. cit., p. 110.
Colcord says, "There is no one cause or group of causes underlying breakdowns in family morale."^{10} Some of the factors which have a bearing on the problem can be studied, but none of them are found to be fundamental. Desertion and divorce are the symptoms of a deeper trouble in the family.

It appears that the underlying causes go back into earlier life. Dickinson and Beam say,

Married women of all ages say that they can not get over the effect of first menses, first ugly news about sex, accidents to a friend, sister or mother; the first departure from the cautions made on a religious or ethical basis; the husband's first approach, first coitus, male genitals, semen, and knowledge of male sexuality.^{11}

This psychic imprint upon a woman's mind causes her to avoid sexual experience at any point where she is unable to dissolve fear.

Any deep impact upon the sex side of the child's life may last forevery. Terman^{12} finds that children who are rebuffed or punished by their parents because of early sex curiosity are definitely less happy than the average married couple. Groves says, "Children brought up in a home where incompatibility existed, though every effort was made by the parents to protect them [from it], are

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^{11}Dickinson and Beam, op. cit., p. 442.

^{12}Terman, op. cit., p. 371.
certain to be hurt.\textsuperscript{13}

Where conflict exists between the child and his parents, the child's marriage will not be as happy. Those married couples who are happy have experienced a strong attachment to either or both parents. But, if this attachment went to extreme degrees the individual usually avoided marriage or got an early divorce. This is possibly due to the child being repressed and then struggling to free himself from such a fixation. At the time of marriage the emotional result is too strong to break away from.

Terman\textsuperscript{14} lists a number of factors which are characteristic among unhappily married women:

1. Emotional tenseness and ups and downs in moods.
2. Express deep-seated inferiority feelings to which they react by aggressive attitudes rather than timidity.
3. Tend to be irritable and dictatorial.
4. Possess compensatory mechanisms which result in restive striving. This is evidenced by their being active joiners, aggressive in business, and overanxious in social life.
5. A desire for a wide circle of acquaintances, with main concern on being important.
6. Are egocentric and have little interest in benevolent and welfare activities, unless they offer opportunities for personal recognition.
7. There is an interest in anything connected with romance.
8. Such women are more conciliatory in their attitudes toward men than women, and show little sex antagonism than unhappily married men do.
9. They are impatient and fitful workers, away from methodical and cautious people.
10. They are radical in politics, religion, and social ethics.

\textsuperscript{13}Groves, \textit{op. cit.}, p. 286.

\textsuperscript{14}Terman, \textit{op. cit.}, p. 146.
The factors characteristic among unhappily married men are:

1. An inclination to be moody and neurotic.
2. A sense of social insecurity which is often compensated by domineering attitudes in relationships where they feel superior.
3. A desire to command business dependents and women, with a dislike for playing an inferior role or to compete with superiors.
4. They are likely to be sporatic and irregular in their habits of work, disliking details and methodical attitudes.
5. They are willing to wager and dislike saving money.
6. They express irreligious attitudes and are inclined to radicalism in sex morals and politics.
7. They are more often gadabouts rather than stay-at-home types.
8. They are often miserable and grouchy and find it hard to be secure and cheerful.
9. They get less cooperation and comfort from spouse in crises times.
10. They have a feeling of wanting to be alone.

Some of the temperaments shown by both sexes in unhappy marriages are: touchiness or grouchiness, lose tempers easily, fight to get their own way, critical of others, careless of others feelings, change under discipline or rebel against orders, show slightest dislike for the way they happen to feel, easily affected by praise or blame, lack self-confidence, domineering in their relation to the opposite sex, little interest in old people, children, teaching, charity or uplift activities, unconventional toward religion, drinking, and sexual ethics; bothered by useless thoughts, often in a state of excitement, and alternates between happiness and sadness without any

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15 Ibid., p. 155.
In the past, marriages, happy or unhappy, proved an advantage for economic and social survival. Today, marriage is based upon the amount of individual satisfaction it can offer. Whether it will be fulfilled or defeated depends upon many more complex demands than were formerly made. If it cannot meet such requirements what course can be taken? Hamilton and MacGowan\(^16\) feel that those couples who are in serious discord should be divorced. They base this feeling on the idea that it is better for those who have had a number of love affairs to go on loving and losing rather than loving and getting married. But, better still, would it not be more desirable to try harder at first to succeed, than depend upon such a cure in case of defeat? Changing social mores have not been the cause of more doomed marriages. They have just allowed unhappy marriages to come to light. Lichtenberger says, "Why should anyone assume or predict, simply because changed ideas, attitudes, and conditions have resulted in the destruction of more marriages now than formerly, that marriage is doomed and that the institution is on the way to extinction?"\(^18\)

Statistics show that there is one divorce to every six marriages. This statement is correct but the inference

\(^{16}\text{ibid., p. 369.}\)

\(^{17}\text{Hamilton and MacGowan, op. cit., p. 288.}\)

\(^{18}\text{Lichtenberger, op. cit., p. 421.}\)
it implies is wrong. In 1929, there were 201,468 divorces granted. There were 1,232,559 marriages performed. According to figures that was a ratio of one to six. But it is not correct to say that one-sixth of the marriages were dissolved by divorce in that year, or that marriage would terminate in divorce in six years. All these figures show is that 1,232,559 new or remarriages were added in 1929 to the total number of existing marriages, and only 201,475 of the grand total of marriages were dissolved by divorce during the same year. Such inference can be applied to figures of succeeding years with regard to the ratios implied.

Many of the factors which are present in happy and unhappy marriages can be traced to some sort of childhood conditioning or environment. Only through proper attitudes and conditioning, of the parents upon the child, will these factors be favorably conditioned.

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19ibid, p. 422.
CHAPTER VII

SUMMARY AND CONCLUSIONS

I. SUMMARY

The degree of happiness or unhappiness in any marriage can be traced to a variety of factors which have influenced both spouses from before the moment of their conception to the time of full maturity. Every child is brought into the world with certain inherited qualities from his ancestors which are fixed and cannot be changed. From his first breath of life, his development depends upon the environment into which he is placed.

The first attitude the individual has toward marriage comes from the relationship he finds in his own parents. The happiness of the parents determines the kind of a home life in which the child will grow up. He is completely dependent upon them for life and growth. If they have not established a compatible home life, his future will be handicapped to begin with. The building of character depends upon such a foundation.

Heredity plays its part in determining personality and adjustment by laying the foundation of physical equipment and reaction tendencies. For the most part, improvement upon hereditary factors are out of human control, except as new combinations are made and marriages which will produce
ill-fated offspring discouraged.

Among the most important elements in childhood environment are the attitudes of parents toward each other, toward the child, and the general emotional tone of the home. There needs to be a common sense attitude on the part of the parent toward the natural growing-up processes and activities of the child, an attitude of sympathetic understanding rather than shock or reproach. The child is really happy when parents develop in him habits of self-confidence in the meeting of problems and the solving of difficulties as they arise.

The child's behavior is directly influenced by his environment and his parents' attitudes toward him. Out of this is developed a great number of character traits, which are the reflection of parental training. This is aptly illustrated in the problem of attachment of the child to one of the parents.

Proper training of the child results in adequate adjustment to meet situations and to face problems squarely. This depends upon proper habits and the right sort of discipline. Everything the child does or thinks results from habits which are formed and developed. The learning and developing of these habits depends upon experience, which, in turn, is guided and directed by the parents. Discipline can no longer be used as a means of training children, but only for protecting them from undesirable
forms of behavior. Approved behavior results when the child learns for himself the kind of behavior expected from him.

The social relationships of the child gives him his first real contact with other people. He learns to play with other children, join gangs, and to develop a feeling of self-reliance. He develops into this social life, physically, mentally, and spiritually. With regard to the latter, the child is by nature interested in religion. But rather than creeds and rituals he needs proper surroundings and inspiring personalities, which will encourage him to develop for himself proper attitudes for the integration of his personality and adding to the richness of his life.

The sex education of the child, depends, for the most part, upon his parents. The attitude and training they set forth in early childhood determines largely the interpretations he will give to later sexual life. This has to come early to prepare him for more direct experiences which will follow later in married life.

The period of adolescent development is marked by a transition from childhood to adulthood. Puberty awakens in the child's mind a realization of himself as a distinct personality. He realizes that he has been totally dependent upon others, and that now he will have to begin thinking of what he, as an individual, can do for himself. The kind of training the parents provide during this period will
determine largely the mental make-up the child will take toward later marital life. This is also a period of expanding social interests, when that earlier sense of social awareness becomes a reality. One of the outstanding developments of this period is the growing sentiment toward the opposite sex. The attitude of the parents will determine largely whether or not this activity will have a normal, healthy development. Where parents have developed a sense of objective love in their children, and have allowed social interests to extend beyond the family, their children will be able to make normal adjustments in social situations.

With the development from adolescence into adulthood, two problems are considered as important in this study. It is in this period that a young person begins to seek a life partner. It is also at this time, and before he is married, that he is confronted with the problem of personal relationships. The child, who's parents have instilled in him naturally the fundamental principles which are basic for marriage, is able to face mature sex and social responsibility with courage and wisdom. In choosing his mate, the problems of culture, race, religion, and personality traits are considered, and the strength of his love impulse is tested. He bases his choice upon more than physical and emotional qualities. Where some are confronted with the growing tendency to heavy promiscuity, the individual who has thought the matter through, and has maintained an altruistic attitude toward his partner, finds
he will rather wait until after marriage for sexual intimacies.

Happiness is the most commonly accepted standard for determining marital success, yet such a process of evaluation is comparatively new. The ability for two people to make adjustments in marriage is largely determined by the habit patterns, emotions and responses that they had previously developed during childhood. Happiness depends upon several basic items, among them are real happiness of parents, childhood happiness, lack of conflict with parents, and home discipline which is firm but not harsh. Where conflicts arise two properly trained individuals can make their adjustments on the basis of mutual understanding.

Those factors which cause unhappiness in marital life are, for the most part, antitheses of the factors making for happy marriages. However, no one cause or group of causes results in the breakdown of family life. Those causes which can be determined are usually traced to earlier situations. The psychic imprints made upon a child's mind, especially regarding sex, may be indelible.

In the last few years, the conception of marriage has changed from that of an economic and social survival state to a life based upon the degree of individual satisfaction it can offer. Marriage can no longer be based on demands but upon sharing and mutual satisfaction. This can be possible only by proper training and preparation for it which has to take place during the earlier years of both spouses.
II. CONCLUSIONS

Marital happiness depends, to a very great extent, upon childhood environment and training. Terman concludes from his study that "It is a favorable omen for the success of a marriage if husband and wife had a happy childhood."\(^1\) Hamilton and MacGowan offer the one vivid and sure impression from their study that most husbands and wives have been so thoroughly warped by the training and environment of their childhood that they can do very little today to better their condition. . . . The proper attitude of the parents toward the child is the only sure cure for the ills of matrimony today.\(^2\)

Burgess and Cottrell find in their study of 526 couples that "the ease or difficulty of a person's adjustment to another personality in marriage had some association with his own relations as a child to his parents and to his brothers and sisters."\(^3\)

Although the idea that the manner in which a child is reared will affect his married life, is a comparatively new one, it has created a commanding place of attention in the minds of sociologists and psychologists. Few actual studies have been completed which would offer any definite results, but findings in related pursuits recognize this

\(^1\)Terman, *op. cit.*, p. 228.
\(^2\)Hamilton and MacGowan, *op. cit.*, p. 287.
\(^3\)Burgess and Cottrell, *op. cit.*, p. 91.
problem and make it of paramount importance in marital relationships.

It has not been the purpose of this study to set forth any conclusions for the training of children for such parenthood as will result in a utopian state of marriage. Certain observations made by various writers and observers have been collected and brought together in order that the factors throughout childhood and marriage might be more clearly seen and their probable effects be understood. That the findings of the various writers do not always agree indicates that certain factors of environment in the lives of some individuals do not have the same effects upon other individuals.

Social mores have been developing and changing with the trend of modern events. It is the duty of individuals who are parents, and of those who are going to become parents to recognize this and meet it accordingly. In the past marriage was felt to be a habit and a necessity for satisfying one's passions and perpetuating the race. Today, two intelligent, idealistic, lovers undertake a life of matrimony as a conjugal relationship based upon understanding, sympathy, and disinterestedness of purpose. On such principles there should exist a happy outlook, which is a requisite for marital happiness. If such can be the background of the home, the atmosphere will greatly influence the helpful interests of parents upon their children.
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ABSTRACT OF THESIS

I. STATEMENT OF THE PROBLEM

This study was made to show the relation of factors in childhood environment on later marital happiness. Various factors which influenced the child from conception through childhood, adolescence, and young adulthood, were studied, in order that the child's total environment might be better understood.

II. METHODS AND PROCEDURES

The materials used in this study were taken from selected writers who have been outstanding in the fields of medicine, sociology and psychology. The child was studied in the order of natural development, emphasis being placed upon those factors which might have a relation to his future married life. As each chapter was developed, it was the writer's purpose to show how future results were influenced by earlier factors and how in time these factors would affect later life situations. It was hoped that the factors which caused unhappiness in marriage might be better understood and to some extent eliminated in the future.

III. CONDENSED SUMMARY OF FINDINGS

A variety of factors, which influence both spouses from before the moment of conception to the time of full
maturity, determine the degree of happiness or unhappiness in every marriage. From the individual's first breath of life, his development depends upon the kind of environment into which he is placed.

A child's first attitude toward marriage depends upon the relationship of his own parents. Their happiness determines the kind of home life in which he will grow. He is completely dependent upon them for life and development. The building of his character and disposition, depends largely, upon the compatibility of his parents.

Heredity plays its part in determining personality and adjustment. For the most part, it cannot be changed except in relation to care in future mating.

Among the most important elements in the childhood environment are the attitudes of parents toward each other, toward the child, together with the general emotional tone of the home. An attitude of sympathetic understanding is necessary on the part of the parents for the natural growing processes and activities of the child. The child is found to be happy when his parents have developed in him habits of self-confidence in meeting problems and solving difficulties.

The child's behavior is influenced by his environment and by his parents' attitude toward him. Out of this is developed a great number of character traits.

Proper training of the child results in adequate adjustment in life. This depends upon proper habits and
the right kind of discipline, gained from experience. Discipline is no longer to be used as a means of controlling children, but only for protecting them from undesirable types of behavior.

The social relationships of the child give him his first real contact with others outside the home. He learns to play with others, experiencing gang life, and developing a sense of individualism.

This is a period of spiritual development, for the child is by nature, interested in religion. But rather than creeds and rituals he needs proper surroundings and inspiring personalities to encourage him to develop for himself proper attitudes for the integration of his personality and spirit.

The kind of sex education the child receives in early childhood determines greatly the emphasis he will place upon later sexual life.

The period of adolescent development is a period of transition from childhood to adulthood. The kind of training that the parents provide during puberty, effects the mental make-up of the child in his later marital life. This is also an epoch of expanding social interests. One of the outstanding developments of this period is the growing sentiment toward the opposite sex. If social interests have extended beyond the family, and parents have kept their children's love objective, their children should be able to make normal adjustments in social situations.
With the development from adolescence into adulthood, two problems are considered as important. The first is the choosing of a life partner. The individual is confronted with the problems of culture, race, religion, education, and numerous personality traits. His choice will likely be influenced by the influences of earlier life. He is also confronted with the matter of personal relationships. With the modern trend toward promiscuity, it is necessary for him to decide the course he shall take. If he has thought the matter through, and has maintained an altruistic attitude toward his prospective life partner, he usually finds it best to wait until after marriage for sexual intimacies.

Happiness is the most commonly accepted standard for determining marital success. The ability of two people to make adjustments in marriage is largely determined by the habit patterns, emotions and responses developed during childhood. Happiness depends upon such basic items as the real happiness of parents, childhood happiness, lack of conflict with parents, and home discipline which is firm but not harsh, (Terman).

Those factors which cause unhappiness in marital life are for the most part the antithesis of the factors making for happy marriages. Psychic imprints made upon a child's mind, regarding sex, are likely to be indelible.

In the past, marriage was felt to be a habit and necessity for the satisfaction of one's passions and the perpetuation of the race. Today, intelligent, idealistic,
individuals consider matrimony as a conjugal relationship based upon understanding, sympathy, and disinterestedness of purpose. On such principles there will result a happy outlook which is vital in marital happiness. If such can be the background of the home, the atmosphere will greatly influence the helpful disposition of parents upon their children.