

DATING, COURTSHIP, AND THE EARLY
YEARS OF MARRIAGE IN THREE
GENERATIONS OF WOMEN

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CHAPTER I

THE PROBLEM AND ITS IMPORTANCE

This investigation is designed to ascertain the changes in dating, courtship, and the beginning years of marriage in three generations of women.

In the American culture, conflict can be seen between generations and rapid social change may be viewed as one reason for this division between the young and the old. The older person may wish to stress the values and behavior patterns with which he is familiar and which were acceptable in his generation, while the younger generation may be accepting the current standards and initiating change (8).

These profound changes in the nature of marriage and courtship are often confusing and bewildering both to young people and their parents. Many of the problems of adolescence and youth are due to the fact that marriage and courtship customs are in transition. (8, p. 23)

This change has been so rapid that parents cannot serve as guides for their children. Thus conflict arises between parents and children because of a clinging of the older generation to the older customs (3), (8).

In the early American culture, the father was the undisputed head of the family. He had the authority to approve or disapprove of the marriage partners of his children. Women were destined to accept a subordinate role in the home and the community. The women were trained at an early age to take care of the home and wait upon the men members.

There was a general acceptance that women did not need formal education, and men had more freedoms and opportunities to use special talents. Both sexes were prepared for their roles as husbands and wives (8).

Marriage choices were usually limited to parent's friends since when teenagers met it was usually done in groups with parents present. Marriages were what are called "status" relationships because they were controlled by social and economic considerations and the parent had choice of the marriage partner rather than the young people involved. This practice continued, varying with individuals and sections of the country, until the early part of this century (8).

After World War I, women were emancipated and gained the right to date. This initiated a change in the woman's role. Today in dating there is almost unlimited freedoms of association between sexes. Relationships are started or dropped among young people at their own will. In marriage, women were considered companions instead of subordinates and marriage became more personal. However, when companionship was the main goal, the marriage became more complicated (7), (8).

This investigator feels there is a need for understanding the changing patterns in dating, courtship, and the early years of marriage and that the findings of this study will make such a contribution that educators, parents, ministers, counselors, and social workers could profit by understanding these generational gaps.

Purposes of the Study

The overall purpose of the study is to ascertain the changes in dating, courtship, and the experiences of the early years of marriage

in three generations of women. The three areas with specific purposes are as follows:

1. Dating

- A. To note the age of the first date and the first steady.
- B. To ascertain the frequency of dating during the week.
- C. To note if the parents had a set time for the girl to be home from a date.
- D. To ascertain if the parents were acquainted with the boys dated and if the boys came to the home to pick up the girl for a date.
- E. To learn if the parents approved of the boys dated.

2. Courtship

- A. To ascertain if the women had been engaged to anyone other than the present husband.
- B. To note the length of the engagement to the husband.
- C. To learn if the husband and wife were reared in the same community.
- D. To ascertain the frequency of gifts received from the husband and wife.
- E. To learn the areas discussed before marriage.

3. Early Years of Marriage

- A. To learn the distance lived from wife's and husband's parents.
- B. To note the birth of the first child during first three years of marriage.
- C. To ascertain if any substantial financial help or aids were received from either the husband's or wife's parents.

D. To learn the areas of disagreement between the husband and wife and the husband's and wife's parents.

CHAPTER II

PROCEDURE AND METHOD

To achieve the purpose of this study, two steps were followed: (1) the development of the questionnaire; and (2) the selection of the subjects.

Development of the Questionnaire

A questionnaire was developed to identify differences in three generations in the following three areas: (1) dating, (2) courtship, and (3) the early years of marriage. A trial questionnaire was administered to six subjects. Two women represented each generation to determine if the questions would elicit the responses desired for attaining the purposes of this study. These six subjects were instructed to read and complete the questionnaire and then to discuss and report to the investigator questions they believed should be modified, added, or deleted. Changes were made in accordance with the judges' suggestions which were (1) Question number five was changed to read, Where did you live during most of your TEEN YEARS? (2) Under questions eight and nine, item number six was changed to read, Attended college or university one, two, or more years. (3) The twenty-third question was added to the questionnaire. It reads, How often did your husband give gifts to you before marriage? (4) Question number twenty-four was changed to

read as follows: Check the areas discussed with your husband before marriage. (5) Questions thirty and thirty-one were also changed. They read, Were any substantial aids, other than financial help, given to you by your parents and were any substantial aids, other than financial help given to you by your husband's parents?

To facilitate responses of the subjects, the questionnaire was designed to have an uncomplicated method of answering the items. A blank was placed to the left of the question and for the most part the subjects were to place the answer in the blank. This method was used to aid the older generations in their responses.

Selection of the Sample

The investigator secured the names of 555 married women living in Stillwater and attending Oklahoma State University from the Dean of Women's Office. These women were mailed the questionnaire (Appendix B, p. 61), with an accompanying letter in which was stated the following criteria: (1) Your maternal grandmother and mother are living and you think they would participate in the study; and (2) My mother, grandmother nor I have ever been divorced.

The questionnaires returned were 111 and 80 of these met the qualifications. Each of these questionnaires were coded and the names were detached. Coded questionnaires were mailed with an accompanying letter to the maternal grandmother and mother. Sixty-seven grandmothers and 77 mothers returned the questionnaires. From the questionnaires returned, there were thirty-three that could be matched and this number, ninety-nine, became the final sample for this study.

CHAPTER III

REVIEW OF THE LITERATURE

Dating

Dating developed in the United States as a result of young adults selecting their own marriage partners. The dating patterns that prevail in the United States emerged after World War I. The specific causes for the development of dating cannot be ascertained but it is linked with the emancipation of women and the extension of coeducation. Dating was well established before World War II in the high schools and by the early 1940's dating at the Junior high school level was common (25).

Womble (35) has defined dating as: "a paired heterosexual association, a relationship between two members of the opposite sex; however, it is questionable that every heterosexual activity can be accurately called a date." (p. 41)

Early Dating

Dating and courtship in the United States starts most often between the ages of fourteen and sixteen and covers approximately six to eight years. However, some researchers have shown that dating has begun during the fifth grade and appears to be well established by the age of twelve (5), (6), (9), (11), (29).

Lowrie (27) found evidence that supports the following hypothetical

conclusions concerning ages of dating:

1. Children, especially girls, of the more thoroughly assimilated part of the population begin dating as a rule earlier than those of more recent foreign origin.
2. Similarly, daughters of parents with at least some college training tend to begin to date at earlier ages than those of parents who have a high school education or less.
3. Also, children, especially daughters, who come from small families tend to begin dating earlier than those from large families.
4. Apparently students from homes of higher economic and social status tend to initiate dating at earlier ages than those from lower status families.
5. The age of dating seemingly varies from region to region; particularly does dating in the South begin earlier than in either of the other areas.
6. The preceding conclusions emphasize the apparent fact that the age of dating of girls is affected by changed conditions more readily than that of boys. (p. 185)

From the evidence concerning behavioral differences with variations in the age of initial dating, four tentative conclusions were drawn by Lowrie (24):

1. The earlier dating begins, the more frequently it tends to occur.
2. The age dating begins varies among students according to previous dating experience: that is, those playing the field who have previously gone steady began dating early; those who have never gone steady and those now going steady began dating relatively late.
3. Attempts to explain the irregularities involved in the age dating begins and the level of its occurrence led to the finding that the earlier dating begins the longer the delay in beginning to go steady started.
4. While early dating and early going steady are interrelated, early dating tends to go with relatively broad and lengthy experience in paired sex association before going steady is initiated; or conversely, late dating tends to go with a relatively short period of dating before going steady begins --that is, with comparatively little experience intersex association before going steady starts. (p. 188)

Casual Dating

Dating is the first step in a series leading to preparation for marriage. Social preparation for marriage has been classified in two categories by Cavan (11): "...dating without commitments, and serious dating oriented toward marriage and leading into engagement." (p. 273)

At one time the dating roles and courtship roles were divided but today these distinctions have been abandoned and courtship is thought of as a continuum. Cavan (11) refers to three types of dating: "(1) casual and random dating or playing the field; (2) going steady, including serious dating, and (3) engagement." (p. 273)

Cavan (11) refers to casual dating as having different partners for each date, and there tends to be only a responsibility for that date. If a particular date has been pleasant then subsequent dates may follow with the same partner. Some examples of casual dating may be seen in the young inexperienced teenager that is just beginning to date and the person who has just broken up with a steady and is seeking a new partner.

Casual dating is one way for young teenagers to work out their self concepts and their male and female roles. By dating, males and females learn the traits and types of behavior that are pleasing, and helps them to formulate attitudes regarding the type of partner they want in marriage. Random, or casual dating is also a testing ground for mild physical contacts with the opposite sex. Casual dating also gives experience in making social adjustments. Etiquette, manners and proper dress are learned from each sex. Both sexes can be very critical if one or both dating partners do not live up to the demands of the other (11).

Not only does random or casual dating provide opportunity for physical, psychological, and social adjustments but it also provides an opportunity to meet many other members of the opposite sex. Thus, eventually the adolescent is able to find the type of friend he needs. The casual date is primarily a social occasion. It is usually characterized by dating someone from the same social class and attending a social event that is popular with the age group. Also the type of dress and behavior will be acceptable by the adolescent subculture of that area (11).

By casual dating, one has the opportunity to meet many other members of the opposite sex and these contacts may lead to a more firm relationship, thus steady dating may follow. Occasionally a couple may start to date steadily without the experience of casual dating but this does not usually occur (11).

Steady Dating

Herman (18) refers to two types of steady dating. One type is referred to as a dalliance relationship where the couple is not oriented toward marriage. This type often develops between couples that plan to further their education. The second type of steady dating is oriented toward marriage which may be associated with the older courtship customs. For the persons anticipating college there tends to be less serious and more random dating. Early steady and more serious dating appears to be more prevalent among the students not planning to attend college or not completing high school. Among the later dating patterns of college students surveyed, Lowrie (28) found that the college students' dating patterns resembled the patterns of high school seniors. Lowrie (28) found that in a large state university that thirty-seven per cent of the women

went steady and the rest played the field and thirty per cent of the men went steady and the rest played the field.

There are different reasons for steady dating; some may be personal, others social. One of the main personal reasons may be that there is a personal enjoyment of the other's companionship. This steady relationship may be considered the true love of the individual but in most cases it is just a natural process of maturing. Also it is felt that steady dating develops personal security and gives peer acceptance and gives a feeling of responsibility thus providing socialization for courtship and later marital adjustments. Lowrie (27) feels that dating is an essential part of adolescent development. Later steady dating may reach a new meaning and courtship will begin.

Young people were asked the traits they felt desirable for dating and marriage partners. The following qualities are also quite similar to those which college students, several years older, indicate that they desire in dating and marriage partners (19), (34). Leslie (25) reports that seven traits were judged to be desirable by at least four out of five of the teenagers:

...is dependable, can be trusted; is considerate of me and others; takes pride in personal appearance and manners; shows affection; acts own age, is not childish; desires normal family life with children; and has a pleasant disposition.
(p. 351)

For those leaving either high school or college playing the field or going steady the way the adolescent views dating disappears. It is replaced by more serious dating that leads to engagement and marriage.

Courtship

When the couple begins the possibility of marriage and serious dating appears to be continuing with each other this stage is referred to as courtship. The term courtship was used in the past to denote the transition from dating to engagement but the youth of today tend to use the term serious dating (11).

The courtship period or serious dating may range from the ages of 17 to 21 depending upon the social class of the participants. Koller (23) has found that there appears to be a steady decline in the length of the engagement, as one approaches the younger generation. The first-generation women were engaged approximately eleven months, the second generation eight or nine months, and the third generation six months. Cavan (11) also reports concerning the range of casual and serious dating:

College students take their time about moving from casual dating to marriage, according to a study of 200 students made in 1957. The average period for casual dating with each other was 4.5 months, dating steadily eight months, having an understanding ten months, and engagement at the time of the study six months. On the average they planned to wait another six months before marriage. Thus the average period of time between first date and marriage would be about three years. Many students of course consumed less time and many more. (p. 311)

Cavan (11) reported in The American Family that several researchers have indicated that longer periods of acquaintance and engagement are more closely associated with successful marriages. Cavan (11) also noted that although the young dater may cross social-class, religious and racial lines the engaged couples tend to come from similar cultural and social backgrounds and tend to pull their immediate social worlds of family and friends into a jointly shared social relationship.

Parental Influence

Koller (23) in a generational study concerning women found that there is increasing parental disapproval of boys dated. Also, over three generations there appears to be less yielding to parental wishes concerning boys dated.

There is evidence that parents exert more power over their children in serious dating than in random steady dating. Sussman (33) found that parents provided their children with a desirable social environment for dating and courtship within their social class. If the parents did not approve of the child's desired partner, threats of withdrawal of financial support and aids were made by the parents. Sussman (33) further reports, on college students, that on this basis very few young people oppose their wishes concerning the selection of a mate. Eighty-seven per cent consented to their parents wishes which leaves a small per cent that act independently.

Cavan (11) has further reported concerning parental concern that:

Parents are eager to launch their children into mixed activities and dating. Their concern for placing their children in the right social groups and supervising their conduct is high at the beginning of the dating period, declines as their children gain in ability to manage their own social affairs, but wells up again with courtship and the imminence of marriage. A conflict therefore may exist between the increasing maturity of son or daughter and the increased drive of the parents to guide, or control the courtship. (p. 306)

Bell and Buerkle (4) also found conflict between mothers and daughters of college age during the launching stage of the family life cycle. In today's society the individual is expected to make his own decisions, but if the mother has traditional beliefs and feels she should make the major decisions then conflict can result. The American culture does not prepare the parents to relinquish this control.

Because of the changing society, and the change in residence, the daughter's concept of her role during the launching stage may change and thus differ from that of her mother's concepts, which may cause conflict.

Broken Engagements

A broken engagement was very rare in early American society. The parents instead of the couple arranged the marriage and the betrothal was the pledge of the vows. Later when the couple arranged the marriage, engagement was sacred and not entered into lightly. The past three decades have presented a change in attitudes toward engagement. The engagement is viewed as the last chance for the couple to find out if they are suited for each other (7). If the courtship and engagement sequence is satisfactory then one's ego involvement becomes less important because it is satisfied in part by identification with the partner, and enhancement of the partner's status becomes a way of enhancing one's own status. As the dating sequence develops one's identification increases with the dating partners until they tend to seem as one in interests, likes, dislikes, and the ability to find mutual satisfactions in each other (11). But if this is unsatisfactory, it is possible to break an engagement without legal complications.

Burgess and Wallin (7) reported that:

...in a group of 1000 engaged couples studied at least a third of the young men and about half of the young women had one or more broken engagements. At the time of their participation in the study 24 per cent of the men and 36 per cent of the women reported that prior engagements had been terminated. In addition, 15 per cent of the reporting couples subsequently broke their engagements. (p. 273)

Burgess and Wallin (7) have classified the causes for broken engagements in five categories: "(1) slight emotional attachments, (2) separation, (3) parental opposition, (4) cultural divergences, and (5) personality problems." (p. 273)

Cavan (11) reports in The American Family that engagements may be terminated because of three obstacles:

First, something may interfere with the progress of the dating-engagement sequence...Second, the broken engagement may result from the inability of one or both of the partners to move from step to step through the sequence...Third, although both may be able to follow through the entire sequence, rather than increasing satisfaction in the sequence as it develops. (p. 332)

Residential Propinquity

Waller and Hill (34) reported that: "College attendance widens the sphere of choice for many members; indeed, whether it accomplishes its purpose or not, it is extremely likely that this is a principal motive for college attendance among women." (p. 205) Koller (23) in a generation study found that the range of possibilities of meeting places for the grandmothers were quite limited since contacts with boys were made mainly in the local community, while the third generation tended to rely on contacts made at school. Simpson (31) also reports that Popenoe found:

...That one quarter of the several thousand couples he studied had first met in the educational system, about 18 per cent in the home of friends, and about 13 per cent through business contacts, about 10 per cent through church and church social organizations, and only about 9.5 per cent through what he calls 'propinquity.' (p. 131)

Cavan (10) has further pointed out that:

...among nonmobile groups the selection is limited to a narrow geographical area. Among such mobile groups as college students,

migratory workers, or men and women in military service the permanent residence of those who marry may be far apart." (p. 340)

From a study conducted by Koller (22) concerning the relation of occupations to residential propinquity the following conclusion was reached.

In general, the higher a man ranged on the occupational scale the greater the distance in standard city blocks in which he selected his future mate. The lower the occupational position the greater the degree of residential propinquity found. Professional and managerial men had a median frequency of about 16 to 18 city blocks between themselves and their future wives, whereas the unskilled men married girls living within three to five standard city blocks. (p. 615)

Conflict and Adaptation in the Early Years of Marriage

At each stage of the life cycle there is a transitional event calling for the individual to make adjustments. Erikson (15) agrees that there are a variety of tasks and situations that face the newly married couple and these must be worked out under the concept of intimacy. While the next stage, child rearing, presents the concept of generativity that brings many situations that demand adaptation.

Acute conflict which is a form of overt conflict, is prevalent during the early years of marriage. Acute conflict's function is to aid the couple in working out role conflicts. At times, acute conflicts may be explosive and hostile with a great deal of emotional involvement. But as these disagreements are resolved then acute conflict may disappear. However, it can reappear when a new problem brings the need for adaptation. The birth of the first child is an event which demands adaptation from the new parents assuming their new role (25).

Another form of conflict is covert conflict, and it is hidden conflict and cannot be observed directly. Consequently, the amount that transpires in marriage is difficult to estimate. This type of conflict is viewed as more damaging to marital relationships than open or overt conflict (25).

Conflict can arise from different problem areas in marital relationships. Raush, Goodrich, and Campbell (30) from a study concerning adaptation during the early years of marriage found that couples had to learn to cope with the following problem areas:

- (1) The sexual relationship. (2) The establishment and maintenance of a household. (3) Relationships with each other's families. (4) Relationships with friends and the establishment of new friendships. (5) Educational occupational, or career plans for both husband and wife. (6) Plans for future parenthood. (7) Mealtime rituals and relationships concerning food. (8) The handling of money. (9) Styles of avocational, political, or religious activity and attitudes. (10) Situations of physical intimacy, including nudity, dressing habits, sleeping and waking habits, and so on. (p. 370)

One of the main characteristics of the modern marriage is focused upon companionship. Love is an essential part of the companionship relationship in marriage. Reenforcement of love in companionship is assisted by satisfying sexual relations and displaying of affection. The widespread use of contraceptives has played a major role in more satisfying sexual relationships for women and has also led to a decrease in the size of the American family. Also the use of contraceptives has brought planned parenthood for a large per cent of the American populations. Burgess and Wallin (7) found that at least two-thirds of their sample of women and men desired children and felt parenthood was one of the main satisfactions of marriage. They also found that forty-six

per cent of the men and forty-two per cent of the women desired the first child after three or more years of marriage.

CHAPTER IV

ANALYSIS OF DATA

The purpose of this study was to ascertain the changes in dating, courtship, and the experiences of the early years of marriage in three generations. Specifically, the purposes are as follows: (A) To note the age of the first date and the first steady; (B) To ascertain the frequency of dating during the week; (C) To note if the parents had a set time for the girl to be home from a date; (D) To ascertain if the parents were acquainted with the boys dated and if the boys came to the home to take the girl out for a date; (E) To learn if the parents approved of the boys dated; (F) To ascertain if the women had been engaged to anyone other than their present husband; (G) To note the length of the engagement to the husband; (H) To learn if the husband and wife were reared in the same community; (I) To ascertain the frequency of gifts received from the husband and wife; (J) To learn the areas discussed before marriage; (K) To learn the distance lived from wife's and husband's parents; (L) To note the birth of the first child; (M) To ascertain if any substantial financial help or aids were received from either the husband's or wife's parents; (N) To learn the areas of disagreement between the husband and wife and the husband's and wife's parents. The responses to the questionnaire are presented in Tables I-XXI.

The data were responses of 99 subjects with 33 individuals represented in each generation. The data from the background information are presented in range, median, and mean tabulations. The data from the areas of dating, courtship, and the early years of marriage are presented in frequency tabulations with significant differences obtained by chi-square.

Description of Subjects

The results indicated that the age differences between the mates were smaller for the more recent generations. The median age difference between mates for the first generation was five years; for the second generation, four years, and for the third generation two years age difference was found. In a generational study conducted by Koller (22) the median age differences were four years for the first generation; two years for the second generation; and one and a half for the third generation.

The range for propinquity for the third generation was wider from rural to urban. However, the median, small town, was the same for both the second and third generations. The grandmothers' area of living was predominantly rural. Koller (23) also found the first generation was mainly rural in background.

Concerning the religious faith of the first and second generations, both husbands and wives indicated the same religious faith, however, the third generation indicated a different religion from their husbands. This difference was significant at the .05 level (Table XIX).

In average years of schooling completed, each generation surpassed the previous one especially in the case of the husbands. The median

education for the first generation was the same for both husbands and wives which was completion of grade eight. In the second generation the median for the educational level was attendance at a technical or business college for the wife with the husband attending a four-year college. The median for the third generation women was attendance at a four-year college and the husbands of this generation the median was graduated from a four-year college. Hill (20) has also indicated the same findings concerning the education for the male members with each generation surpassing the other.

Dating

Table II indicates the third generation reported a high frequency of dating by age thirteen. There is no significant difference in age of the first date among the generations; however, there is a significant difference among the generations at the .001 level concerning the age of the first steady. The third generation had a higher frequency of steady dating by the age of thirteen than the first and second generations.

Tables III and IV indicate the frequency of dating behavior during the early and the late years of dating for three generations. During the later years of dating the subjects tended to date more often and the second and third generations indicated a higher frequency than the first generation in the category of no restrictions.

The subjects were asked if their parents had a designated time to be home from a date during the early and late years of dating. As indicated in Table V, the majority among all three generations indicated that there was a set time to be home with the higher frequency

TABLE I
DESCRIPTION OF THE SUBJECTS
(N = 99)

	First Generation Grandmothers			Second Generation Mothers			Third Generation Daughters		
	Range	Median	Mean	Range	Median	Mean	Range	Median	Mean
Present Age	58-85	72	71.85	39-58	46	46.15	18-22	20	20.36
Age at Marriage	14-24	18	18.45	17-27	19	19.77	17-22	19	21
Husband's Age at Marriage	18-33	23	23.15	18-38	23	23.06	18-27	21	20.64
Area of Living During the Teen Years	Rural - City	Rural	Rural - Small Town	Rural - City	Small Town	Rural - Small Town	Rural - Urban	Small Town	Rural - Small Town
Same Religion	Yes - No	Yes	Yes - No	Yes - No	Yes	Yes - No	Yes - No	No	Yes - No
Highest Level of Education of the Subjects	Less Than Grade 8 - Attended a 4-Year College	Completed Grade 8	Completed Grade 8 - Attended High School	Completed High School - Completed Graduate Work	Attended Technical or Business College	Attended Technical or Business College - Attended 4-Year College	Attended 4-Year College	Attended 4-Year College	Attended 4-Year College
Highest Level of Education of the Husband	Less Than Grade 8 - Attended a 4-Year College	Completed Grade 8	Completed Grade 8 - Attended High School	Completed High School - Completed Graduate Work	Attended 4-Year College	Attended Technical or Business College - Attended 4-Year College	Attended 4-Year College - Completed Graduate Work	Graduated From a 4-Year College	Attended a 4-Year College - Completed Graduate Work

TABLE II
THE NEAREST AGE OF THE FIRST DATE AND THE FIRST STEADY IN THREE GENERATIONS
(N = 99)

	<u>First Generation</u>			<u>Second Generation</u>			<u>Third Generation</u>				
	Age			Age			Age				
	13	16	18	13	16	18	13	16	18	Chi-Square	Level of Sig.
	Frequencies										
First Date	9	22	2	14	16	3	20	12	1	8.27	N.S.
First Steady	3	14	16	1	19	13	11	16	6	16.48	.001

TABLE III
FREQUENCY OF WEEKLY DATING DURING THE EARLY YEARS FOR THREE GENERATIONS
(N = 99)

	First Generation	Second Generation	Third Generation	Chi-Square	Level of Sig.
	Frequencies				
Once	11	11	10		
Twice	5	3	3		
Three Times	0	2	1		
Weekends Only	15	16	17	5.41	N.S.
No Restrictions	0	0	1		
Other	2	1	1		

TABLE IV
FREQUENCY OF WEEKLY DATING DURING THE LATER YEARS FOR THREE GENERATIONS
(N = 99)

	First Generation	Second Generation	Third Generation	Chi-Square	Level of Sig.
	Frequencies				
Once	4	1	0		
Twice	12	6	4		
Three Times	5	9	10	16.54	N.S.
Weekends Only	7	6	7		
No Restrictions	4	11	11		
Other	1	0	1		

TABLE V

APPROVED TIME TO BE HOME FROM A DATE DURING THE EARLY AND
LATE YEARS OF DATING FOR THREE GENERATIONS
(N = 99)

	<u>First Generation</u>		<u>Second Generation</u>		<u>Third Generation</u>		Chi-Square	Level of Sig.
	No	Yes	No	Yes	No	Yes		
	<u>Frequencies</u>							
Early Daters	8	24	6	27	2	31	4.39	N.S.
Late Daters	13	20	13	20	14	19	.08	N.S.

in the third generation. More individuals indicated that there was no set time to be home from a date during the later years of dating.

There is no significant difference in the generations of young men calling at home for a date. The majority among all of the generations reported that the young men called for the women at home.

Most of the dating partners were known by the girl's parents. There is a slight increase toward the category of "most of the time," regarding parent's acquaintance with the boy, as the generations progress.

A majority of the young men who dated the women of the sample were approved by the parents of all three generations. However, there is a slight trend from the "always" category to "most of the time" for the third generation. (Tables VI, VII, and VIII)

Courtship

There was no significant difference among the three generations concerning the number of respondents who were engaged to someone other than their husbands. However, there were only three in the third generation and seven of the second generation indicated more than one engagement (Table IX). These findings are in agreement with an unpublished Master's thesis by Wright (36) who found that more of the first and second generations had been engaged more than once while three-fourths of the third generations were engaged only to their present husbands.

The data relative to the length of engagement of the respondents with their future husbands shows a significant difference at the .01 level as indicated in Table X. There appears to be a steady decline in the length of the engagement as one approaches the third generation. Fourteen of the first and second generations were engaged over one year.

TABLE VI
CALLED FOR THE GIRL AT HOME FOR A DATE ACCORDING TO THREE GENERATIONS
(N = 99)

	First Generation	Second Generation	Third Generation	Chi-Square	Level of Sig.
	Frequencies				
Always	31	29	30	.73	N.S.
Most of the Time	2	4	3		
Never	0	0	0		

TABLE VII
PARENT'S ACQUAINTANCE WITH BOYS DATED ACCORDING TO THREE GENERATIONS
(N = 99)

	First Generation	Second Generation	Third Generation	Chi-Square	Level of Sig.
	Frequencies				
Always	31	24	20	10.23	N.S.
Most of the Time	2	9	13		
Sometimes	0	0	0		
Never	0	0	0		

TABLE VIII
PARENTAL APPROVAL OF BOYS DATED ACCORDING TO THREE GENERATIONS
(N = 99)

	First Generation	Second Generation	Third Generation	Chi-Square	Level of Sig.
	Frequencies				
Always	23	18	14	5.84	N.S.
Most of the Time	8	14	17		
Sometimes	2	1	2		
Never	0	0	0		

TABLE IX
ENGAGEMENTS TO SOMEONE OTHER THAN HUSBAND
ACCORDING TO THREE GENERATIONS
(N = 99)

	First Generation	Second Generation	Third Generation	Chi-Square	Level of Sig.
	Frequencies				
Yes	6	7	3	1.93	N.S.
No	27	26	30		

The first and third generations (Table XI) indicated a significantly greater amount of mobility in the selection of their mate. Eleven of the first generation and eleven of the third generation indicated they were reared in the same community while twenty-one of the second generation indicated they were reared in the same community.

As shown in Table XII, there is a significant difference at the .001 level among the generations concerning the frequency of gifts given to the husband. While the grandmothers seldom gave gifts to their future husband, there was an increasing number of gifts given by the second and third generation women to the men during courtship. Could this be a movement toward the woman courting the man? This indication was also noted by Koller (23) in a generation study of Ohio women.

The majority of the third generation indicated they discussed every item listed on the questionnaire with their future husbands (Table XIII). The first and second generations had significantly less communication with their husbands in each of the areas. Concerning the discussion of

TABLE X
THREE GENERATIONS' RESPONSES TO THE LENGTH OF ENGAGEMENT TO HUSBAND
(N = 99)

	First Generation	Second Generation	Third Generation	Chi-Square	Level of Sig.
	Frequencies				
Less Than 6 Mo.	8	10	16		
Six Mo. to 1 Yr.	11	9	15	14.25	.01
Over 1 Yr.	14	14	2		

all the listed areas of importance to the future marriage, there was a significant difference at the .01 level among the three generations. Koller (23) in his generation study, using similar areas, also found a generational difference. In his study 4.5 per cent of the first generation discussed all the items concerning the future marriage during courtship, while only 1.5 of the third generation did not discuss every item on the questionnaire.

TABLE XI
HUSBAND AND WIFE REARED IN THE SAME COMMUNITY
ACCORDING TO THREE GENERATIONS
(N = 99)

	First Generation	Second Generation	Third Generation	Chi-Square	Level of Sig.
	Frequencies				
Yes	11	21	11	8.22	.02
No	22	12	22		

Early Years of Marriage

From Tables XIV and XV the frequencies presented indicate that there is a significant difference among the generations concerning the distance lived from both wife's and husband's parents, with the younger generation being more mobile and living further from their parents during their first three years of marriage. The majority of the first and second generations

TABLE XII

FREQUENCY OF GIFTS BETWEEN HUSBANDS AND WIVES BEFORE MARRIAGE ACCORDING TO GENERATIONS
(N = 99)

	<u>First Generation</u>				<u>Second Generation</u>				<u>Third Generation</u>				Chi-Square	Level of Sig.
	F.*	O.*	S.*	N.*	F.	O.	S.	N.	F.	O.	S.	N.		
	<u>Frequencies</u>													
Gifts to Husband	0	8	13	12	0	22	6	5	6	19	7	1	32.29	.001
Gifts to Wife	4	16	11	2	6	21	5	1	7	16	10	0	6.15	N.S.

*F. = Frequently; O. = Occasionally; S. = Seldom; N. = Never

TABLE XIII
AREAS DISCUSSED WITH HUSBAND BEFORE MARRIAGE ACCORDING TO THREE GENERATIONS
(N = 99)

Areas	<u>First Generation</u>		<u>Second Generation</u>		<u>Third Generation</u>		Chi-Square	Level of Sig.
	No	Yes	No	Yes	No	Yes		
	<u>Frequencies</u>							
Religion	24	9	17	16	1	32	34.48	.001
Sexual Relations	31	2	22	11	0	33	61.96	.001
Child Rearing Practices	32	1	26	7	11	22	33.57	.001
Number of Children	29	4	17	16	2	31	44.40	.001
In-Law Relations	30	3	22	11	9	24	28.78	.001
Money Management	28	5	19	14	6	27	29.80	.001
Family Income	28	5	12	21	7	26	29.24	.001
Location of Living	17	16	15	18	7	26	7.10	.02

TABLE XIV
DISTANCE LIVED FROM WIFE'S PARENTS ACCORDING TO THREE GENERATIONS
(N = 99)

	First Generation	Second Generation	Third Generation	Chi-Square	Level of Sig.
	Frequencies				
Same Town	11	19	2		
Within 50 Miles	15	6	2		
Within 100 Miles	5	4	14	52.46	.001
Within 500 Miles	2	1	13		
Over 500 Miles	0	3	2		

TABLE XV
DISTANCE LIVED FROM HUSBAND'S PARENTS ACCORDING TO THREE GENERATIONS
(N = 99)

	First Generation	Second Generation	Third Generation	Chi-Square	Level of Sig.
	Frequencies				
Same Town	16	17	2		
Within 50 Miles	8	7	3		
Within 100 Miles	3	2	14	37.45	.001
Within 500 Miles	3	3	12		
Over 500 Miles	3	3	2		

lived in the same town or within 50 miles of both of the wife's and husband's parents, while the third generation had more individuals who lived within 100 to 500 miles.

Data in Table XVI indicate a significant decrease in the number of children born during the first three years of marriage with the third generation reporting the smallest number of births. One can wonder if the higher educational level of the women and men may afford them opportunity for medical services which make it possible to control the size of their family.

As indicated in Tables XVII and XVIII, there appears to be a steady and significant increase by generations in substantial financial help and aids from both the wife's and husband's parents. Over half of the third generation received financial help and aids from both mates' parents.

The data in Table XIX indicated that the second generation did have a significantly higher degree of disagreement concerning child rearing practices, while the third generation had a significantly greater degree of disagreements concerning housekeeping practices, sexual relations, religion, and food preparation. When the data were analyzed to determine if there was a significant difference in the frequency of disagreement for all the problem areas as a total, it was found that the third generation indicated a significantly greater degree of total disagreements.

Table XX indicates there is no significant difference among the three generations in disagreements between the married pair and the wife's parents. However, there is a significant difference among the

TABLE XVI
BIRTH OF THE FIRST CHILD OF THREE GENERATIONS
(N = 99)

Birth of Child	First Generation	Second Generation	Third Generation	Chi-Square	Level of Sig.
First Year of Marriage	14	5	5	87.26	.001
Second Year of Marriage	12	11	0		
Third Year of Marriage	4	7	0		
Later Than Third Year	3	10	1		
No Children	0	0	26		

TABLE XVII

SUBSTANTIAL FINANCIAL HELP OR AIDS RECEIVED FROM WIFE'S PARENTS OF THREE GENERATIONS
(N = 99)

	<u>First Generation</u>		<u>Second Generation</u>		<u>Third Generation</u>		Chi-Square	Level of Sig.
	No	Yes	No	Yes	No	Yes		
	<u>Frequencies</u>							
Financial Help Received	30	3	24	9	15	18	16.35	.001
Aids Received	23	10	25	8	16	17	5.92	.05

TABLE XVIII
 SUBSTANTIAL FINANCIAL HELP OR AIDS RECEIVED FROM HUSBAND'S PARENTS OF THREE GENERATIONS
 (N = 99)

	<u>First Generation</u>		<u>Second Generation</u>		<u>Third Generation</u>		Chi-Square	Level of Sig.
	No	Yes	No	Yes	No	Yes		
	<u>Frequencies</u>							
Financial Help Received	29	4	25	8	16	17	12.97	.01
Aids Received	29	4	29	4	15	18	20.44	.001

TABLE XIX
THE AREAS OF DISAGREEMENTS BETWEEN HUSBAND AND WIFE IN THE
EARLY YEARS OF MARRIAGE ACCORDING TO THREE GENERATIONS
(N = 99)

Problem Areas	<u>First Generation</u>		<u>Second Generation</u>		<u>Third Generation</u>		Chi-Square	Level of Sig.
	No	Yes	No	Yes	No	Yes		
	<u>Frequencies</u>							
Friends	32	1	29	4	27	6	3.88	N.S.
Housekeeping Practices	32	1	33	0	26	7	11.69	.01
Sexual Relations	33	0	30	3	24	9	11.94	.01
Child Rearing Practices	33	0	30	3	33	0	6.18	.05
Number of Children	31	2	32	1	32	1	.52	N.S.
Location of Living	31	2	32	1	31	2	.42	N.S.
In-Law Relations	29	4	24	9	26	7	2.38	N.S.
Money Management	28	5	25	8	22	11	2.97	N.S.
Family Income	31	2	31	2	30	3	.30	N.S.
Religion	31	2	33	0	28	5	5.84	.05
Food Preparation	32	1	32	1	27	6	6.79	.05

TABLE XX
THE AREAS OF DISAGREEMENTS BETWEEN THE MARRIED PAIR AND THE
WIFE'S PARENTS ACCORDING TO THREE GENERATIONS
(N = 99)

Areas of Disagreement	<u>First Generation</u>		<u>Second Generation</u>		<u>Third Generation</u>		Chi-Square	Level of Sig.
	No	Yes	No	Yes	No	Yes		
	Frequencies							
Child Rearing Practices	32	1	30	3	33	0	3.64	N.S.
Number of Children	32	1	32	1	33	0	1.02	N.S.
Housekeeping Practices	33	0	33	0	33	0	0.00	N.S.
Food Preparation	33	0	33	0	33	0	0.00	N.S.
Religion	32	1	33	0	31	2	2.06	N.S.
Location of Living	32	1	32	1	33	0	1.02	N.S.
Money Management	33	0	33	0	33	0	0.00	N.S.
Family Income	33	0	32	1	32	1	1.02	N.S.

TABLE XXI

THE AREAS OF DISAGREEMENTS BETWEEN THE MARRIED PAIR AND THE
HUSBAND'S PARENTS ACCORDING TO THREE GENERATIONS
(N = 99)

Areas of Disagreement	<u>First Generation</u>		<u>Second Generation</u>		<u>Third Generation</u>		Chi-Square	Level of Sig.
	No	Yes	No	Yes	No	Yes		
	<u>Frequencies</u>							
Child Rearing Practices	33	0	32	1	32	1	1.02	N.S.
Number of Children	33	0	31	2	31	2	2.08	N.S.
Housekeeping Practices	33	0	33	0	32	1	2.02	N.S.
Food Preparation	33	0	33	0	33	0	0.00	N.S.
Religion	32	1	33	0	31	2	2.06	N.S.
Location of Living	32	1	33	0	30	3	3.64	N.S.
Money Management	33	0	33	0	29	4	8.33	.02
Family Income	33	0	33	0	32	1	2.02	N.S.

three generations concerning disagreement in the area of money management, with the third generation reporting a higher frequency of disagreement in this area.

Summary of Findings

The major findings of this study were:

1. Each generation surpassed the previous in the amount of education for both husband and wife with the largest increase being for the husbands.

2. There was an indication that the age differences between the mates were smaller for the more recent generations.

3. The third generation of women had a higher frequency of steady dating by the age of 13 than the first and second generations. (Level of significance .001)

4. Most of the first and second generations were of the same religious faith at the time of marriage with the third generation lacking a common religious faith. The third generation also indicated religion as a major area of disagreement.

5. There is a steady decline in the length of the engagement as one approaches the third generation. (Level of significance .01)

6. The first and third generations indicated a greater amount of mobility in the selection of their mates. (Level of significance .02)

7. The third generation is more mobile and lived further from their parents during their first three years of marriage. (Level of significance .001)

8. There was an increasing number of gifts given by the second

and third generations to the men by the women during courtship. (Level of significance .001)

9. The third generation discussed the areas of importance to the future marriage more than the first and second generations. (Level of significance .001 for all areas except location of living which had a significance of .02)

10. There was a decrease in the number of children born during the first three years of marriage for the third generation. (Level of significance .001)

11. There was a steady increase by generation in substantial financial help and aids received from the wife's parents. (Level of significance .001 for financial help and .05 for aids)

12. There was also a steady increase by generation in substantial financial help and aids received from the husband's parents. (Level of significance .01 for financial help and .001 for aids)

13. There was a higher frequency of disagreement in the third generation between the mates in all problem areas except child rearing practices. (Only six of the sample had children.)

14. The third generation indicated disagreement as a significant level (.02) with the married pair and the husband's parents in the area of money management.

CHAPTER V

SUMMARY AND FINDINGS

The purpose of this study was to ascertain the changes in dating, courtship, and the experiences of the early years of marriage in three generations. Specifically the purposes were as follows: (A) To note the age of the first date and the first steady; (B) To ascertain the frequency of dating during the week; (C) To note if the parents had a set time for the girl to be home from a date; (D) To ascertain if the parents were acquainted with the boys dated and if the boys came to the home to pick up the girl for a date; (E) To learn if the parents approved of the boys dated; (F) To ascertain if the women had been engaged to anyone other than their present husband; (G) To note the length of the engagement to the husband; (H) To learn if the husband and wife were reared in the same community; (I) To ascertain the frequency of gifts received from the husband and wife; (J) To learn the areas discussed before marriage; (K) To learn the distance lived from wife's and husband's parents; (L) To note the birth of the first child; (M) To ascertain if any substantial financial help or aids were received from either the husband's or wife's parents; (N) To learn the areas of disagreement between the husband and wife and the husband's and wife's parents.

A questionnaire was devised by which the women indicated their dating, courtship, and early years of marriage patterns. The

questionnaire was mailed to three generations of women and their responses comprised the data for this study.

The major findings of this study were:

1. Each generation surpassed the previous in the amount of education for both husband and wife with the largest increase being for the husbands.

2. The results indicated that the age differences between the mates were smaller for the more recent generations.

3. The third generation had a higher frequency of steady dating by the age of 13 than the first and second generations. (Level of significance .001)

4. Most of the first and second generations were of the same religious faith at the time of marriage with the third generation lacking a common religious faith. The third generation also indicated religion as a major area of disagreement.

5. There is a steady decline in the length of the engagement as one approaches the third generation. (Level of significance .01)

6. The first and third generations indicated a greater amount of mobility in the selection of their mates. (Level of significance .02)

7. The third generation is more mobile and lived further from their parents during their first three years of marriage. (Level of significance .001)

8. There was an increasing number of gifts given by the second and third generations to the men by the women during courtship. (Level of significance .001)

9. The third generation discussed the areas of importance to the future marriage more than the first and second generations. (Level of significance .001 for all areas except location of living which had a significance of .02)

10. There was a decrease in the number of children born during the first three years of marriage for the third generation. (Level of significance .001)

11. There was a steady increase by generation in substantial financial help and aids received from the wife's parents. (Level of significance .001 for financial help and .05 for aids)

12. There was also a steady increase by generation in substantial financial help and aids from the husband's parents. (Level of significance .01 for financial help and .001 for aids)

13. There was a higher frequency of disagreement in the third generation between the mates in all problem areas except child rearing practices. (Only six of the sample had children.)

14. The third generation indicated disagreement at a significant level (.02) with the married pair and the husband's parents in the area of money management.

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APPENDIX A



OKLAHOMA STATE UNIVERSITY • STILLWATER

Department of Family Relations & Child Development
Frontier 2-6211, Ext. 6084

74074

April 10, 1968

Dear Student:

I am a graduate student in the Department of Family Relations and Child Development, and need your assistance on a study which I am conducting concerning dating, courtship, and the beginning years of marriage in three generations of women in this country.

If you are willing to help me and the following criteria apply to you, please complete and return the enclosed questionnaire by April 26, 1968.

1. Your maternal grandmother and mother are living and you think they would participate in the study.
2. My mother, grandmother nor I have ever been divorced.

Your responses will aid future generations in understanding each other's changing patterns of dating, courtship, and the early years of marriage. Your help in providing answers will sincerely be appreciated.

The following are the directions for completing the questionnaire. For ease in checking the directions for the questionnaire, they have been included on this separated page.

- A. When answering choice questions, place the number to your answer in the space provided in front of the question.

Example: If your answer is 1, place the 1 in the provided space.

- 1 1. Did you ever pay for a date?
(1) Yes (2) No

- B. Questions where specific answers are required, the answers should be placed in the space provided in front of the question. This applies to only questions 2, 3, and 4.

- C. On check item questions you are free to have as many choices as describes your situation. This applies to questions 23, 31, 32, and 33.

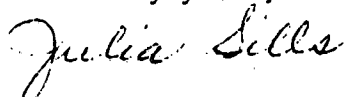
- D. Be sure that you think carefully about each question before making your choice.

Please place in the provided envelope the completed questionnaire and return by April 26, 1968, with the attached sheet. Be sure to include your name along with your maternal grandmother's and mother's names and addresses. Your name will be detached and your questionnaire will be anonymous.

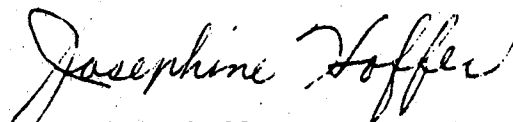
When you write your mother and grandmother, would you please tell them you have given me their names and addresses.

If you desire further information, call FR 2-5859.

Sincerely yours,



Julia Sills
Graduate Student
Department of Family Relations
and Child Development



Josephine Hoffer
Associate Professor and Acting
Head

Department of Family Relations
and Child Development

ENCLOSURE



OKLAHOMA STATE UNIVERSITY • STILLWATER

Department of Family Relations & Child Development
Frontier 2-6211, Ext. 6084

74074

April 27, 1968

Your married daughter attending Oklahoma State University participated in a study which I am conducting concerning dating, courtship, and the beginning years of marriage in three generations of women. She gave me your name as well as your mother's as persons she thought would also like to participate.

I am a graduate student in the Department of Family Relations and Child Development. Your responses will aid future generations in understanding each other's changing patterns of dating, courtship, and the early years of marriage. Your help in providing answers will sincerely be appreciated.

The following are the directions for completing the questionnaire. For ease in checking the directions for the questionnaire, they have been included on this separated page.

- A. When answering choice questions, place the number to your answer in the space provided in front of the question.

Example: If your answer is 1, place the 1 in the provided space.

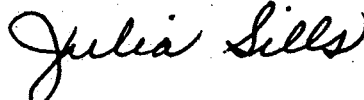
 1 1. Did you ever pay for a date?

(1) Yes (2) No

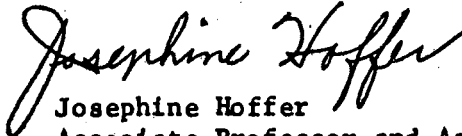
- B. Questions where specific answers are required, the answers should be placed in the space provided in front of the question. This applies to only questions 2, 3, and 4.
- C. On check item questions you are free to have as many choices as describes your situation. This applies to questions 23, 31, 32, and 33.
- D. Be sure that you think carefully about each question before making your choice.

Please enclose in the provided envelope the completed questionnaire. It would be appreciated if you would return the questionnaire at your earliest convenience. It is important that all three generations be represented in the study.

Sincerely yours,



Julia Sills
Graduate Student
Department of Family Relations
and Child Development



Josephine Hoffer
Associate Professor and Acting Head
Department of Family Relations
and Child Development



OKLAHOMA STATE UNIVERSITY • STILLWATER

Department of Family Relations & Child Development
Frontier 2-6211, Ext. 6084

74074

April 27, 1968

Your married granddaughter attending Oklahoma State University participated in a study which I am conducting concerning dating, courtship, and the beginning years of marriage in three generations of women. She gave me your name as well as her mother's as persons she thought would also like to participate.

I am a graduate student in the Department of Family Relations and Child Development. Your responses will aid future generations in understanding each other's changing patterns of dating, courtship, and the early years of marriage. Your help in providing answers will sincerely be appreciated.

The following are the directions for completing the questionnaire. For ease in checking the directions for the questionnaire, they have been included on this separated page.

- A. When answering choice questions, place the number to your answer in the space provided in front of the question.

Example: If your answer is 1, place the 1 in the provided space.

 / 1. Did you ever pay for a date?

(1) Yes (2) No

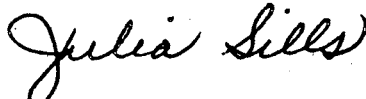
- B. Questions where specific answers are required, the answers should be placed in the space provided in front of the question. This applies to only questions 2, 3, and 4.

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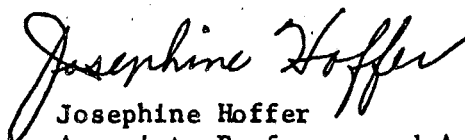
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APPENDIX B

QUESTIONNAIRE ON DATING, COURTSHIP,
AND EARLY MARRIAGE

BACKGROUND INFORMATION:

- _____ 1. What generation do you represent?
(1) Grandmother, (First Generation)
(2) Mother, (Second Generation)
(3) Daughter, (Granddaughter, Third Generation)
- _____ 2. What is your present age?
- _____ 3. What was your age at marriage?
- _____ 4. What was your husband's age at marriage?
- _____ 5. Where did you live during most of your TEEN YEARS?
(1) Rural (2) Small Town (3) City (4) Urban
- _____ 6. Before marriage were you and your husband of the same religious faith?
(1) Yes (2) No
- _____ 7. What is the highest education attained by you and your husband?
You _____
- _____ 8. _____
Husband _____
(1) Less than grade 8
(2) Completed grade 8 but did not attend high school
(3) Attended high school, but did not graduate
(4) Completed high school
(5) Attended a technical or business college
(6) Attended college or university one, two or more years
(7) Graduated from 4 year college or university
(8) Completed graduate work for profession

DATING:

- _____ 9. What was the nearest age that you had your first date with a boy?
(1) 13 (2) 16 (3) 18
- _____ 10. What was the nearest age that you first went "steady" with a boy?
(1) 13 (2) 16 (3) 18

- ____ 11. On the average, how often did you date during the week of your early years of dating?
- | | |
|-----------------|---------------------|
| (1) One time | (4) Weekends only |
| (2) Two times | (5) No restrictions |
| (3) Three times | (6) Other |
- ____ 12. On the average, how often did you date during the week of your later years of dating?
- | | |
|-----------------|---------------------|
| (1) One time | (4) Weekends only |
| (2) Two times | (5) No restrictions |
| (3) Three times | (6) Other |
- ____ 13. Did your parents have a set time for you to be home from a date during the early years of dating?
- (1) Yes (2) No
- ____ 14. Did your parents have a set time for you to be home from a date during the later years of dating?
- (1) Yes (2) No
- ____ 15. While living at home, were your parents acquainted with the boys you were dating?
- | | |
|----------------------|---------------|
| (1) Always | (3) Sometimes |
| (2) Most of the time | (4) Never |
- ____ 16. While dating and living at home, did the boys come to your home for you?
- (1) Always (2) Most of the time (3) Never
- ____ 17. Did your parents approve of the boys whom you dated?
- | | |
|----------------------|---------------|
| (1) Always | (3) Sometimes |
| (2) Most of the time | (4) Never |

COURTSHIP:

- ____ 18. Were you ever engaged to someone other than your husband?
- (1) Yes (2) No
- ____ 19. How long was your engagement to your husband?
- | | |
|------------------------|-------------------|
| (1) Less than 6 months | (3) Over one year |
| (2) 6 months to 1 year | |
- ____ 20. Did you and your husband grow up in the same community?
- (1) Yes (2) No

- _____ 21. How often did you give gifts to your husband before marriage?
- (1) Frequently (3) Seldom
(2) Occasionally (4) Never
- _____ 22. How often did your husband give gifts to you before marriage?
- (1) Frequently (3) Seldom
(2) Occasionally (4) Never
- _____ 23. Check the areas discussed with your husband before marriage.
- | | |
|----------------------------------|-----------------------------|
| _____ 1. Religion | _____ 6. Money management |
| _____ 2. Sexual relations | _____ 7. Family income |
| _____ 3. Child rearing practices | _____ 8. Location of living |
| _____ 4. Number of children | _____ 9. None of these |
| _____ 5. In-law relations | |

EARLY YEARS OF MARRIAGE

These questions are to be answered from the first to the third year of marriage.

- _____ 24. Most of the time, during the first three years of marriage, what distance did your parents live from you?
- (1) Same town (4) Within 500 miles
(2) Within 50 miles (5) Over 500 miles
(3) Within 100 miles
- _____ 25. Most of the time, during the first three years of marriage, what distance did your husband's parents live from you?
- (1) Same town (4) Within 500 miles
(2) Within 50 miles (5) Over 500 miles
(3) Within 100 miles
- _____ 26. The birth of the first child came during the:
- (1) First year of marriage (3) Third year
(2) Second year (4) Later than third year
(5) No children
- _____ 27. Was any substantial financial help received from your parents at any time during the first to the third years of marriage?
- (1) Yes (2) No
- _____ 28. Was any substantial financial help received from your husband's parents at any time during the first to the third years of marriage?
- (1) Yes (2) No

- ____ 29. Were any substantial aids, other than financial help, given to you by your parents? (Such as clothing, furnishings for your home, and items of this nature)

(1) Yes (2) No

- ____ 30. Were any substantial aids, other than financial help, given to you by your husband's parents? (Such as clothing, furnishings for your home, and items of this nature)

(1) Yes (2) No

- ____ 31. Check the areas of disagreement in the early years of marriage between you and your husband:

- | | |
|---------------------------------|---------------------------|
| ____ 1. Friends | ____ 7. In-law relations |
| ____ 2. Housekeeping practices | ____ 8. Money management |
| ____ 3. Sexual relations | ____ 9. Family income |
| ____ 4. Child rearing practices | ____ 10. Religion |
| ____ 5. Number of children | ____ 11. Food preparation |
| ____ 6. Location of living | ____ 12. None of these |

- ____ 32. Check the areas of disagreement between your family and your parents:

- | | |
|---------------------------------|----------------------------|
| ____ 1. Child rearing practices | ____ 6. Location of living |
| ____ 2. Number of children | ____ 7. Money management |
| ____ 3. Housekeeping practices | ____ 8. Family income |
| ____ 4. Food preparation | ____ 9. None of these |
| ____ 5. Religion | |

- ____ 33. Check the areas of disagreement between your family and your husband's parents:

- | | |
|---------------------------------|----------------------------|
| ____ 1. Child rearing practices | ____ 6. Location of living |
| ____ 2. Number of children | ____ 7. Money management |
| ____ 3. Housekeeping practices | ____ 8. Family income |
| ____ 4. Food preparation | ____ 9. None of these |
| ____ 5. Religion | |

VITA

Julia Ann Baker Sills

Candidate for the Degree of

Master of Science

Thesis: DATING, COURTSHIP, AND THE EARLY YEARS OF MARRIAGE IN THREE
GENERATIONS OF WOMEN

Major Field: Family Relations and Child Development

Biographical:

Personal Data: Born in Broken Arrow, Oklahoma, February 20, 1943,
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June 26, 1966.

Education: Attended Oneta Elementary School; graduated from Broken
Arrow High School in 1961; received the Bachelor of Science
in Home Economics Education from Oklahoma State University in
1965; completed the requirements for the degree of Master of
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1968.

Professional Experience: Taught in Broken Arrow, Oklahoma, from
1965 to 1967.

Professional Organizations: Oklahoma Education Association,
National Education Association, American Home Economics
Association, Oklahoma Home Economics Association; American
Vocational Association, Oklahoma Vocational Association,
National Council on Family Relations.