

**THE UNIVERSITY OF NEBRASKA
DEPARTMENT OF POLITICAL
SCIENCE AND SOCIOLOGY: THE
FAMILY AND MARRIAGE; AN
ANALYTICAL REFERENCE SYLLABUS**

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The University of Nebraska Department of Political Science and Sociology: The Family and Marriage; An Analytical Reference Syllabus by George Elliott Howard

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GEORGE ELLIOTT HOWARD

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THE
FAMILY AND MARRIAGE

An Analytical Reference Syllabus

BY

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The Author

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PREFATORY NOTE.

Institutions as a proper field for historical study, notably for academic study, have been recognized only for two or three decades. At first, the old-time scholar did not give the new candidate for scholastic honors too warm a welcome. Rather he was inclined to regard institutional history as a sort of digression—a thing apart—hardly worthy of the stately notice of the narrator of military events, the fate of dynasties, the fortunes of empires, or of the course of revolutions. Gradually, however, it has become clear that institutional history has rare advantages both as a discipline and as a social service. Institutions are the "organic" or enduring part of human achievement. They are the deposit or residuum of social struggle, of social integration. They are the most conspicuous and the most precious part of social structure; and their history in a remarkable way affords an opportunity for logical analysis—for mental discipline. Scarcely any other subject offers such interesting problems in the tracing of causes and effects. Institutional history has the charm which growth, movement, evolution always possesses.

A few years ago we heard much of the "economic interpretation of history." Scholars began to realize that historians had neglected or slighted a whole great division of human activity and interest that is of the most vital import for understanding the progress of civilization. Even more essential, because more comprehensive, is the increasing accent which is being placed on the sociological interpretation of history. At last, history is indeed becoming a social service. It is gaining a soul.

Now, in the broad field of institutions, the household is the most important; and in school and college it has been most neglected. By "household" is meant, in all its wide relations and implications, the trinity of institutions, marriage, family, and the home; with all the vast complex of interests, internal and external, arising in nature's triad of personalities, the father, mother, and child. In fact, the terms "family" and "marriage" connote a large group of correlated institutions, customs, folkways, of singular interest and value. Yet, until very recently marriage and the family have been almost wholly ignored by the orthodox historian and by the orthodox edu-

cator. In school, for example, the teacher has devoted more time to nests of birds or to the homes of beavers than to the human house with all its types and its social meaning in the history of tribes and peoples. The college professor has been far more curious about the habits and the breeding of domestic animals than regarding household habits and the breeding of better men and women. In reality, sex-questions are still generally *tabu*, except in a limited but growing number of progressive schools and colleges.

But there are signs of an awakening. An event of first rate scientific importance, for instance, is the rise and organization of social anthropology as a distinct division of sociology. It is giving precision, dignity, and interest to the study of all that concerns or constitutes primitive society. Already this new discipline is influencing the content of the history taught in the schools. This very year my colleague, Dr. Hutton Webster, has provided the teacher with an *Ancient History* in which the culture of ancient peoples is adequately treated by the trained skill of the social anthropologist.

The hardest and noblest task now demanded of the teacher is to create a rational system of education, broad enough and deep enough to embrace every aspect of the family-life in its relations to the larger social life. There must be provided a many-sided training for marriage and parenthood, as well as for the economic, artistic, and administrative factors of home-building. The home must be rescued from the din and throng of the market-place. It must regain something of the group-privacy which it had before the industrial revolution; but it must not do so at the expense of mental isolation. The home will not have less sanctity when through it flows the swift current of the larger social life. Marriage will in truth be holy if it rests on the free trothplight of equals whose love is deep enough to embrace a rational regard for posterity. Before society shall realize the new ideal of race-altruism, the enlightened and devoted teacher must endure much, sacrifice much, and dare much.

In part, the analyses comprised in this Syllabus were made the basis of two courses for advanced students conducted by the writer in the University of Wisconsin during the summer session of 1912; and similar courses are given in the University of Nebraska.

GEORGE ELLIOTT HOWARD.

Lincoln, January 1, 1914.

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THE FAMILY AND MARRIAGE.

SECTION I. PRELIMINARY VIEW OF THE PROBLEM.

I. Plan of the Course.

1. Historical division: chief phases in the development of marriage, divorce, and the family.
2. Sociological division: present questions connected with the family in its relations to the larger society.
3. Literature of the course.
4. Method employed.
5. Assignment of topics for independent research.

II. What is the family?

1. Is the family the original unit of society? Is it the unit of modern society? Is it the legal unit?
2. Inter-relations of marriage, the home, and the family considered as distinct social structures or institutions.
3. The many-sided aspects of the family and its related problems. Is it the fundamental educational agency?
4. Elements of the patriarchal theory.
5. Elements of the theory of the horde and mother-right.
6. The family is essentially a social institution.

REFERENCES.

Read Westermarck, *Human Marriage*, 1-24; Starcke, *Primitive Family*, 1-16, 241 ff.; Todd, *The Family as an Educational Agency*, 1-10; Boasquet, *The Family*; Dealey, *The Family in its Sociological Aspects*, 1-11; Ellwood, *Sociology and Modern Social Problems*, 52-60; Lichtenberger, *Divorces: A Study in Social Causation*, 11-20; Ward, *Pure Sociology*, 186; *idem*, *Dynamic Sociology*, I, 615-18; Howard, *Matrimonial Institutions*, I, chaps. i-ii, 3-88, and the literature there cited.

SECTION II. THEORY OF THE PATRIARCHAL FAMILY.

A. Analysis of Sir Henry Maine's Theory.

- I. The Three Principal Hypotheses regarding the Origin and Evolution of the Human Family.