

**PROJECTS OF POLITICAL  
AND ECONOMIC REFORM:  
SYLLABUS OF A COURSE  
OF SIX LECTURE-STUDIES**

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Projects of Political and Economic Reform: Syllabus of a Course of Six lecture-studies by  
Frederic W. Sanders

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**FREDERIC W. SANDERS**

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THE LECTURE-STUDY DEPARTMENT  
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## PROJECTS OF POLITICAL AND ECONOMIC REFORM

### SYLLABUS OF A COURSE OF SIX LECTURE-STUDIES

BY FREDERIC W. SANDERS, PH.D.,  
LECTURER IN SOCIOLOGY

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The University of Chicago Press  
1896

## ASSIGNED READINGS.

### LECTURE I. DIRECT LEGISLATION BY THE INITIATIVE AND THE REFERENDUM.

- LOWELL: *The Referendum in Switzerland and America*, in "Atlantic Monthly" for April 1894 (Vol. LXXIII).
- MCCRACKAN: *Swiss Solutions of American Problems*, "New England Magazine," December 1894 (Vol. XI).  
*How to Introduce the Initiative and Referendum*, "Arens," May 1893 (Vol. VII).  
*The Referendum*, "Arens," March 1891 (Vol. III).  
*The Initiative in Switzerland*, "Arens," April 1893 (Vol. VII).  
*The Referendum*, "The Cosmopolitan Magazine," July 1893 (Vol. XV).
- or, instead of McCrackan's articles,
- SULLIVAN: *Direct Legislation through the Initiative and Referendum*.

### LECTURE II. PROPORTIONAL REPRESENTATION.

- COMMONS: *Proportional Representation*.

### LECTURE III. PROFIT SHARING.

- GILMAN: *Profit Sharing*.

### LECTURE IV. COÖPERATION.

- POTTER: *The Coöperative Movement in England*.

### LECTURE V. SOCIALISM.

- ELY: *Socialism and Social Reform*,  
or
- GONNER: *The Socialist State*,  
or
- SCHAEFFLE: *The Quintessence of Socialism*,  
or
- KIRKUP: { *An Inquiry into Socialism*,  
*History of Socialism*.

### LECTURE VI. LAND NATIONALIZATION.

(No assigned reading.)

## LECTURE I.

### INTRODUCTION TO THE COURSE.—DIRECT LEGISLATION BY THE INITIATIVE AND THE REFERENDUM.

#### PART I. INTRODUCTION.

- I. "Social Unrest" said to be characteristic of present time. Whether or not individual discontent more prevalent today than formerly, greater *social consciousness of the unsatisfactoriness of social conditions, both political and economic*. The social consciousness not complete, but rapidly growing.

*The dissatisfaction varies:*

- a As to scope and intensity.
1. Some feel that the times are altogether out of joint, that our civilization is on the verge of destruction, and that unless heroic measures be promptly taken we must despair of the future.
  2. At the other extreme are those who feel that the world's present condition is better than the past has ever experienced, but that it is still far from being entirely satisfactory; that every social triumph, every moral and material achievement for the good of men, opens the way for, and makes necessary, further reforms.
- b As to the direction in which to look for reform.
1. Some look to the purification of politics, the *improvement of existing political machinery*, for the needed amelioration of social conditions.
  2. Others feel that the whole social order must be changed, the state itself be entirely reconstituted, before we can hope for the desired social well-being; that there must be not merely an improvement in political machinery but a *radical change in our social and political constitution*. Still others look chiefly to *private, voluntary action*, to the awakening of the individual mind and conscience and

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Course \_\_\_\_\_

Lecturer, \_\_\_\_\_

*During this course of Lectures and Reviews I have read ALL the  
Subjects for Reading specified on page 3 of this Syllabus except*

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

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\_\_\_\_\_

\_\_\_\_\_

*and in addition*

Name \_\_\_\_\_

Address \_\_\_\_\_

Date \_\_\_\_\_



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To the Series of Written Exercises invited in this Syllabus I have  
made contributions in \_\_\_\_\_ out of the \_\_\_\_\_ weeks of the course,  
under the signature \_\_\_\_\_

Name \_\_\_\_\_

Address \_\_\_\_\_

LECTURER'S ENDORSEMENT

private religious and economic activity, for the needed improvement in social conditions.

NOTE.—The line between 1 and 2, above, is not easily drawn, and must be more or less arbitrarily assumed. In the present course of lectures the particular reforms discussed in Lectures I and II may be regarded as belonging to class 1 (purely political reforms); those treated of in Lectures III and IV as belonging to class 3 (non-political, economic reforms); and those presented in Lectures V and VI as belonging to class 2 (radical economic reforms that involve political changes).

**II. Our Duty to Give a Fair Hearing to Projects of Reform.** Present social conditions not being perfect, some degree of dissatisfaction with the continuance of things as they are is justifiable, and we should therefore acquaint ourselves with what is proposed in the way of improvement—

- a In order to get the benefit of any good that may be involved in the proposed reforms.
- b In order that, by understanding them, we may be able to oppose effectively whatever is evil in them.

**III. Educational Value of the Study of Projects of Reform.**

- a All ideas, and hence *all projects of reform, have underlying them some element of truth*, although that element may be overlaid and neutralized by an enormous amount of error. *The elimination of this element of truth is a highly valuable intellectual exercise, and has important moral results* (as intimated in II above). Discriminative acumen and logical power are developed in the operation, and such ability is especially valuable—not to say necessary—to a free people obliged frequently to pass judgment, express or tacit, upon political institutions. He who can see the element of truth in an idea which is in the main false alone understands how to overthrow it; he knows where to direct his attack, and, by freely admitting, and showing his appreciation of, the good contained in it, he may win the confidence of its supporters and convince them that he opposes it from a candid love of truth, not from blind prejudice.
- b Further than this, *the study of a reform movement is a study of social growth and social consciousness*, and as such valuable

in itself. It inevitably leads back to an alleged defect in existing social conditions, and this gives us a *point of departure for the study* of that most difficult and complex subject, *the social organism* itself.

**IV. Our Method.** In a course of six lectures we cannot discuss many of the current projects of reform; but a method of study can be illustrated, and much of the disciplinary value of such study can be obtained from the careful treatment of a few representative reforms. In discussing these reforms our general method will be

- a* To point out the particular evil the reform is intended to remedy.
- b* To describe the main features of the reform itself, noticing briefly its history and the various forms it may take.
- c* To indicate the underlying truth involved in the reform and point out its good features.
- d* To show its weaknesses.
- e* To state the conclusion the lecturer has reached in reference to the proposed reform.

#### PART II. DIRECT LEGISLATION BY INITIATIVE AND REFERENDUM.

##### I. Definition.

- a* Direct Legislation through the *Initiative* is a system under which, whenever a certain number or fixed proportion of the voting citizens desire particular legislation, they may, by mandatory petition, direct the legislative body to submit a bill embodying such legislation to popular vote for enactment or rejection. The general purport of the proposed law may be stated in the mandatory petition, and the legislative body may be entrusted with the precise formulation of the law to be submitted; or, if the petitioners prefer, they may formulate the bill themselves.
- b* By the *Referendum* is meant a system under which proposed laws must be submitted to popular vote before they can take effect. There are various forms of the Referendum. It may