

**SOCIAL PROBLEMS;
OUTLINES
AND REFERENCES**

Published @ 2017 Trieste Publishing Pty Ltd

ISBN 9780649154319

Social problems; outlines and references by Anna Stewart

Except for use in any review, the reproduction or utilisation of this work in whole or in part in any form by any electronic, mechanical or other means, now known or hereafter invented, including xerography, photocopying and recording, or in any information storage or retrieval system, is forbidden without the permission of the publisher, Trieste Publishing Pty Ltd, PO Box 1576 Collingwood, Victoria 3066 Australia.

All rights reserved.

Edited by Trieste Publishing Pty Ltd.
Cover @ 2017

This book is sold subject to the condition that it shall not, by way of trade or otherwise, be lent, re-sold, hired out, or otherwise circulated without the publisher's prior consent in any form or binding or cover other than that in which it is published and without a similar condition including this condition being imposed on the subsequent purchaser.

www.triestepublishing.com

ANNA STEWART

**SOCIAL PROBLEMS;
OUTLINES
AND REFERENCES**

c.c.

SOCIAL PROBLEMS

OUTLINES AND REFERENCES

BY

ANNA STEWART

LOS ANGELES HIGH SCHOOL, LOS ANGELES
CALIFORNIA

33544
—••••—

1917

ALLYN AND BACON

Boston

New York

Chicago

COPYRIGHT, 1917, BY
ANNA STEWART

PREFACE

Speaking of the elective system in our secondary schools, a prominent teacher recently said: "In the matter of citizenship, there can be no liberty of choice. All young people must be trained to be good citizens and the school must prescribe the subjects. As most of our political problems rest upon a basis—ethical, economic, or sociological, all students should be required to study Ethics, Economics, and Sociology."

Social Problems: Outlines and References offers to high school seniors a course which presents some of the ethical and sociological implications that underlie our civic and economic activities. The course aims to widen the student's societal outlook, to enlarge his reading horizon, to suggest standards by which social values may be measured, and to inspire him with a spirit of community idealism.

CONTENTS

PART ONE. OUTLINES

	PAGE
Chapter I. Adjustment	5
Scope — Purpose.	
Need — Possibility.	
Heredity — Evolution.	
Chapter II. Ego or Socius?	10
Natural Man — Individualism.	
Historical Review.	
Crime.	
Chapter III. Adjusting Man	21
Education — Religion.	
Will — Work.	
Unemployment.	
Chapter IV. Education and Child Labor	27
Aims — Methods.	
Child Labor.	
Chapter V. Wages and Standards	33
Minimum — Standard.	
Increasing Wages.	
Chapter VI. City Maladjustments	38
Single Tax — High Cost of Living.	
Chapter VII. Woman and Economics	42
History — Theory.	

	PAGE
Chapter VIII. Family — Social Virtues	47
Dependence and Subordination in the Family.	
Perils and Preservation of the Family.	
Malthusian Doctrine.	
Poverty.	
Social Virtues.	
Chapter IX. Conservation of Labor	56
Machinery — Law.	
Insurance.	
Chapter X. Labor and Business	60
Labor Unions	
Profit-sharing — Coöperation.	
Chapter XI. Society and Business	64
Business Conscience.	
Scientific Management.	
Unearned Surplus.	
Theories Superseded.	
Charities.	
Chapter XII. Socialism	71
Interpretation of History.	
Definition — Theory — Methods.	
Types — Practice.	
Syndicalism.	
A Social Problems Library	81
PART TWO. REFERENCES	
References	91
<hr/>	
Index	231

PART ONE. OUTLINES

THE outlines here given may be used as Lecture Notes by teachers in High Schools, Normal Schools, and Junior Colleges. They are, however, as valuable to students as to teachers—saving the drudgery of daily note taking. Students may be required to write up a lecture in full, following the order of the lecture notes. Or students may be assigned a topic to develop and present to the class, the outlines and references serving as a guide to what is worth while. Or, again, the outlines may be used for study and review.

This method constitutes a breaking away from the text-book method in favor of Lecture, Library, and Life. In Chapters I and II, the student acquires a social vocabulary—chiefly biological in Chapter I, historical and psychological in Chapter II—which he uses thereafter in discussing definite problems. This social vocabulary avoids two dangers, namely: the presenting of Social Problems in the vocabulary of a debating student without any academic flavor and the other extreme of being too scientific in phraseology for a one-term high school subject.