

**CITIZENSHIP; AN
INTRODUCTION
TO SOCIAL ETHICS**

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Citizenship; an introduction to social ethics by Milton Bennion

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MILTON BENNION

**CITIZENSHIP; AN
INTRODUCTION
TO SOCIAL ETHICS**

CITIZENSHIP

*An Introduction to
Social Ethics*

BY

Milton Bennion

Dean of the School of Education
University of Utah



WITH AN INTRODUCTION BY

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TO
CORA LINDSAY BENNION
TO WHOSE LOYALTY AND DEVOTION TO THE IDEALS
OF THE HOME IS DUE WHATEVER OF MERIT
THERE MAY BE IN THE CHAPTERS THAT
DEAL WITH THE FAMILY

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PREFACE

THIS book is the result of six years of experimentation in teaching ethics to college freshman and senior high-school students in the University of Utah. The topics have been developed in class discussion and afterwards written up by each student, who thus made his own text.

In 1913 the Utah State Board of Education published the outline of this course for use in high schools. The subject has been taught successfully for several years past by a number of instructors, while others have hesitated for want of a suitable textbook. Persistent calls for such a book have led the author to hope that it may be of service — a service not limited, however, to the classroom. The problems of citizenship are of vital concern to all the people. Every voter should be firmly grounded in the fundamental principles of social ethics and should be able to apply these principles to current political and social questions.

Gratitude is due the many students of the University of Utah who, as members of the classes in Ethics, have furnished the opportunity and the inspiration to carry on an experiment in teaching. Their responses and frank criticisms have helped materially to mold the course.

A year's residence at the University of Wisconsin, after the course had been tried out, enabled the author to clarify principles and to acquire illustrative material. Acknowledgment is due especially to

Professor Frank C. Sharp for his clear exposition of ethical principles and fruitful experiments in moral education. The democratic achievements of Wisconsin and the leadership of its great university are deeply appreciated by the author.

The manuscript of this volume has been critically examined by Professor Ephraim E. Ericksen and Mrs. Venice Farnsworth Anderson, the author's colleagues in the Department of Philosophy; and by Miss Marian E. Jones, his secretary. Professor Ericksen and Mrs. Anderson have offered valuable suggestions as to content and method; Mrs. Anderson has also used the manuscript as an outline in teaching her class in *Ethics of Citizenship* and in this connection has helped to formulate the Questions and Exercises. In this work she has had the assistance of Judge Hugo B. Anderson. Miss Jones has contributed much towards clearness and brevity of expression.

Dr. Edward A. Ross, Professor of Sociology, University of Wisconsin; Dr. David Snedden, Professor of Educational Sociology, Teachers College, Columbia University; and Professor George Coray, of the Department of Economics and Sociology, University of Utah, have been kind enough to read the manuscript and to offer suggestions for its improvement. While the author has profited by their advice, they are in no wise responsible for the deficiencies of the book.

NOTE TO TEACHERS

ATENTION is called to the fact that the purpose of the following chapters is to stimulate appreciation of ethical principles and the development of worthy social ideals, and to indicate how these ideals may find expression. In no case has an exhaustive treatment of topics been attempted. A strong effort has been made, however, to suggest a consistent point of view from which all social problems may be judged.

The chapter on *The Function of Schools* — a part of the student's everyday experience — is used as an introduction to the larger question of the nature and meaning of civilization. This in turn brings out the facts of race inheritance and race solidarity upon which civilization is dependent and upon which also the social obligations of the individual rest.

If occasionally we seem to soar in the clouds, it is for the purpose of getting the lay of the land — the larger view — that we may pursue an intelligent, consistent course.

In Part I the nature of society and social problems are emphasized; in Part II stress is laid upon the social obligations of the individual and the opportunities society offers each one for development through service.

At the end of the book will be found questions and exercises on the subject of each chapter. These are designed to stimulate thoughtful consideration of social problems, both settled and unsettled. The