

The Society for Ethical Culture

of New York

SOCIETY HOUSE, 48 EAST 58th STREET

Dear Prof. Palmer,

I received your

kind letter just as I was about to leave the city for a journey of several weeks' duration through the Southern States.

Hence the delay in acknowledging it, which I trust you will excuse.

I met Mr. Perry several years ago and have been greatly interested in him ever since. I understand however, that he would be out of our reach in any case, for next year. I shall earnestly bear in mind your suggestion for the future.

The Society for Ethical Culture

of New York

SOCIETY HOUSE, 18 EAST 20th STREET

Dear Mr. [Name]

I received your

kind letter just as I was about
to leave the city for a journey
of several weeks duration
through the Southern States.
Hence the delay in acknowledging
it, which I trust you will excuse.
I trust Mr. [Name] would have
but has been greatly interested
in his services. I understand
however, that he would be out of
our reach in any case, for what
year I shall certainly be in
mind your suggestions for the
future.

The Society for Ethical Culture

of New York

SOCIETY HOUSE, 48 EAST 58th STREET

Mr. Buck, of whom you speak, has been quite enthusiastically commended to me from another source. I am to meet him this week.

I also hope to make the personal acquaintance of Mr. Carson soon.

Thanking you warmly, dear Prof. Palmer, for your kind interest in our problem,

I am very truly Yours,
Eli Adler

I send you enclosed an article of mine on Kantian ethics which has recently appeared.

The Society for Ethical Culture

of New York

SOCIETY HOUSE, 48 EAST 23RD STREET

Mr. Buck, of whom you speak
has been quite enthusiastic
concerned to our fair and
series. I am to meet him this
week.

I also hope to make the personal
acquaintance of Dr. Carter
thinking you would, also
Prof. Palmer, for your kind
interest in our problem.


Yours very truly,
Mrs. [Name]


I trust you will be
of mine or further than
the necessity of it.

Compliments of the Author

Ethical Culture

...For...


Children. 


Outlines

Of


Twenty=Five

Simple Lessons.


By M. R. Kerr,

Westville,

Conn.


Price 10 Cents Each, \$1.00 per Dozen.

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Medical Culture

...For...

Children.



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Twenty-Five

Simple Lessons.



By Dr. R. R. Felt,

Westville,

Conn.



Price 10 Cents Each, \$1.00 per Dozen.

Suggestions to Teachers and List of Valuable Books.

These outlines are intended to suggest a basis for the moral instruction of children from the age of 5 to 15 years.

Divide them into, at least, three classes; primary, boys and girls together from 5 to 9 years old; intermediate, from 9 to 15, boys and girls separate. They may be used in Junior Young People's Societies, as suggestions for brief sermons, in pastor's classes, etc.

It will be noted that the duties toward God and the institutions of religions are omitted, because they are provided for, or assumed to be, in the Sabbath School, by the religious press and pulpit.

Before attempting to conduct a class, study three or four of the following books, including No. 1, to which I am indebted for some suggestions, and the order of these outlines. Nos. 1, 10, 12 and 13 are best.

The fields are white unto this harvest. Skilled and faithful reapers are very few. The untold eternal waste is known only to Him whose is the field and the harvest.

List of Books.

1. Moral Instruction of Children, by Felix Adler.
2. Ethics of Citizenship, by John MacCrum.
3. Education of Man, (Moral) by Spencer.
4. The Virtues and their Reason, a system of ethics for society and schools, by Austin Bierbower.
5. Ethics for Undenominational Schools, Grant, by A. V. W. Bickers.

6. Moral Education, its laws and methods, by J. R. Buchanan.
7. Ethical Training in Public Schools, by Chas. DeGarmo.
8. Ethics for Young Folks, by C. C. Everett.
9. Practical Notes on Moral Training, by Peter Gallwey.
10. Laws of Daily Conduct and Character Building, N. P. Gilman and E. P. Jackson.
11. On the Early Training of Boys and Girls, by J. E. Hopkins.
12. Duty, a book for Schools, by J. H. Seeley.
13. The Teaching of Morality, by S. Bryant.

Lessons 1 and 2.

Duties Toward the Body and the Physical Life.

Our bodies are given to us by the Heavenly Father in sacred trust; as a dwelling place for the Holy Spirit, and the home an instrument of our soul. Every injury or defilement of the body makes life less strong, noble and helpful, and brings misery, weakness and failure and often brings early death. Tell a story of a loving, wise father who gives his son or daughter a beautiful well furnished house or some fine delicate instrument, and ask the question, "What ought he to do with it?"

1. Preserve it by wise, helpful use. Teach the sin of suicide. Tell the story of the death of King Saul.

2. Beautify and strengthen it. Show that what we are in thought and action appears in our looks and movements, the good making us beautiful, helpful, and attractive and the bad making us repulsive and hurtful. Teach the duty of physical culture (gymnastics might be a part of the exercises), warn against excess. Teach temperance in all things, and define temperance; "Touch not, taste not, handle not anything that can possibly harm, and use moderately all good things."

3. Keep it sweet and clean. A dirty watch cannot do its work. To the intermediate classes teach chastity simply and faithfully. Discreetly introduce White Cross and White Shield pledges and literature. For requisites in these, address, Woman's Temperance Publication Association, Chicago, Ill.

Lessons 3 and 4.

Duties Toward the Mind.

Show the difference between pure, trained, well-stored minds and the contrary. That the world within us is far more important to us than the world without.

1. Memory. Life like a long receding gallery upon whose walls ever remain past deeds and events as memory's pictures. Much of life's joy or misery depends upon the beauty or ugliness of the pictures.

2. Imagination. The creative faculty from material given us by the senses, somewhat like a carpenter may do, we may make beautiful, pure and true, or evil, vile, or harmful things. We will have to live in the house we build.

3. The duty of gaining knowledge. Illustrate the advantage of knowledge. Knowledge is power, larger life and ability to help; and to know God and Jesus Christ is eternal life. Teach and illustrate order, diligence and perseverance as the three fundamental rules in getting knowledge. Teach a high and worthy aim in life; namely, that we may help to lift the world toward God. Show how our helpfulness depends on true culture and training. The athlete trains long and faithfully for the supreme moment on the day of trial; the soldier is trained for months and years for the crucial hour of battle; and the disciple studies and practices his Master's craft for weary years that he may be able to supplant some error, impart some vital truth and lead some soul into life at exactly the right time and in the only possible way.

Lessons 5 and 6.
Duties Toward the Feelings.

"Greater is he that ruleth his own spirit than he who taketh a city."

1. Control the feelings. Control anger and distinguish it from indignation. Show how hatred is chronic anger. Control fear and distinguish physical from moral cowardice. Control envy and jealousy and show their cause. They are unworthy and undignified for they arise from a sense of inferiority. Control vanity and pride and distinguish them from dignity,

2. Purify and overcome some feelings. Purify ignoble self-love into noble self-respect. Self-love arises from the sense of our importance to ourselves; self-respect comes from a sense of moral worth, pure motive and our helpful relations to others. Overcome dislikes and dissatisfactions. Show the danger and harm of harboring malice or any evil feeling. Like a worm at the heart of a rose, like a pest-house in a healthy village, like the poison of a serpent bite in the blood of a healthy person, like swine in a clean orderly house, are unsubdued feelings in one's heart. "Keep thy heart with all diligence, for out of it are the issues of life."

Lessons 7 and 8.
Duties Toward the Will.

Show how our personality is like God's in being self-determining. We are the children of God because we may will to do His will. The power which directs and may control our whole being. Show the fate of a ship, an army, a nation with and then without a master, a controlling power. Show the advantage of a strong will over a weak one in all life's work. Carefully distinguish between firmness which is the power to stand against the evil and the wrong and at the same time to yield to the good and the right; and stubbornness which is the firmness of little minds, imagining that to change one's mind or wonted course of action is a mark of weakness.

Teach that there is no such thing as the victim of circumstance, that we may overcome in every instance, that the battle of life is no uncertain struggle, victory being sure to the faithful. Tell stories to illustrate how the will is often broken down by our heeding the first and often attractive appearance of evil. Show the power of habit, how the will is strengthened by resisting, or weakened by yielding. Such stories as the temptation and fall, Parley the porter, the man who rented his field for one crop and to late discovered that crop to be acorns, etc.

Carefully review the preceding eight lessons. It will be best to memorize brief dictionary definitions of such terms as, anger, hatred, indignation, courage, malice, envy, jealousy, vanity, pride, dignity, self-esteem, selfcomplacency, firmness, stubbornness, resignation, fidelity, perseverance, etc.

Lessons 9 and 10.

Duties Toward Parents.

“Honor thy father and thy mother.” “Children obey your parents in the Lord; for this is right.”

1. The duty of obedience. Age, relationship, wisdom and parental love are foundations for the duty of obedience. The child having not yet learned to direct itself must be directed by some one. Show the reasonableness of parental control.

2. Reverence, honor, these you ought to give as a return for what is done for you. They may be shown by deeds of kindness and affection, delicacies of behavior as speaking kindly and gently, and caring for them when in need, but chiefly by devoting our lives for the good of others. Teach that a noble, selfsacrificing life is the best possible honor a child can bring to its parents. Tell the story of Washington's loving respect for his mother. Show how gentle kindness, which anyone can give, is far better than any money return for what our parents have done for us. Teach them to cover with kind charity, the faults which they will often

discover in parents. The proper place to begin the lifelong practice of charity

Lessons 11 and 12.

Duties Toward Brothers and Sisters.

“In brotherly love preferring one another.”

Show how loved and cared for by the same parents, living under the same roof, and sharing the same experiences of joy and sorrows should link hearts together in mutual service. Honor or disgrace to one of the family is honor or disgrace to all. Therefore, guard the good name, help in the little tasks, be thoughtful and patient toward each other, and do not be afraid to show your loving interest in one another. Point out to the older pupils that the wider civic duties rest on the same foundation, when God is conceived of as the one Father and we all as brethren. Teach elder brothers and sisters to be protectors and helpers to the younger ones, and not to think that size or strength gives the right to authority over others for their own pleasure. Brothers have the opportunity to show their sisters the first examples of true manliness, and sisters true womanliness. This relation may be and ought to be a beautiful one. Tell the stories of Moses and Miriam, the brothers Jacob and Wm. Grimm, the beautiful lives of Chas. and Mary Lamb, and other instances that have come under your observation. Select and let the pupils memorize some of the proverbs that bear upon fraternal duties.

Lessons 13 and 14.

Duties Toward Teachers, Playmates and Kindred.

I. Teachers. Because the teacher takes the place of father and mother in education there is due to them the same respect and obedience. Show how the teacher must be strictly obeyed in order that the work of the schoolroom may properly go on. Show how the schoolroom is simply an extra room for many homes in which the teacher takes the place

and the work of many parents. Teach that it is mean to depreciate or ridicule a teacher behind their back and that no manly boy or womanly girl will be guilty of it. Do not fear or hesitate to show an appreciation for the faithful work of your teacher.

2. Playmates. Teach that playmates have rights and privileges that ought to be respected. The bully and braggard should be despised and if possible punished, while the weak and timid ones should be encouraged and helped. Dignified deference to elders, courteous attitude toward those of the same age, and sympathetic helpfulness toward weaker or younger ones, and these things any boy or girl can do, are signs of those qualities which by and by will make splendid manhood and womanhood. Show how the practice of playground ethics is a fine introduction to the wider duties of life. Teach the definition of rights, privileges and service.

3. Kindred. We should give our kindred peculiar honor and respect. If they are aged or in need of help they have a right to look to us for help and sympathy.

Lessons 15 and 16.

Duties to One's Country.

Tell the story of the founding of our country, the sacrifice and heroism and hope long deferred. Tell the cost of our liberties and the maintenance of an undivided country; in treasure, suffering, sorrow and human life. Teach that we live in the best country there is but that it can and will be made better. Show how a country can be worthy of love and devotion only by having good homes, good citizens, good laws, high ideals of liberty, fraternity and equality, and progress toward a higher destiny. Show how in a free country the citizens are the nation. Teach that there are occasions when one should suffer and even die for his country; but also teach that institutions are made for man, his happiness, progress and perfecting, and not man for institutions. When an institution fails to serve hu-

man interests it is obsolete, has no right to exist, and should give place to a new and better order, if not by peaceful evolution then by revolution. Define patriotism as a love of country, not for what our country may do for us, but what God has for our country to do in the world, among the brotherhood of nations. Our country is worthy of continued life not simply that we may have a good time, take our pleasure, grow rich or honorable, and die in peace; but that justice and mercy may have a better chance of getting done. A country, like an individual, has a divine, exalted calling. Tell stories of patriots, read patriotic addresses and poems, and sing patriotic songs. Carefully review the 8 previous lessons.

Lessons 17 and 18.

Duties Toward All Men.

These may be comprehended under the two heads of justice and charity. May be best understood by calling attention to the fact that society like the individual passes through three stages of life. 1st. The age of brute force, when might takes and holds possession. This is barbarism the age of Homer, the condition of our industrial system. 2nd. The age of justice or reason, in which each one shall have all that is due him, and every one to respect the right to life, liberty, possessions and opinions of every other one. This is the age of civilization, of law and of order. Our legal system, social and political intercourse, and international relations have this for their basis. 3rd. The age of holiness, of charity, or the Christian conscience. The age when the law of Christ, "To bear one another's burdens," is fulfilled. The age of altruism in which to keep the law of Christ, that is, suffer, sacrifice and even die for others, are as binding as any just law upon our statute books. Teach that justice is what we owe our equals, and charity is what we owe, with as binding obligation to those who are inferior to us in some particular. We owe justice to all men be-

cause all have something, at least, in which they are equal to us; we owe charity to all men because in some particular, at least, they need our service. Justice says do not hinder the development of any one; charity says help the development of everyone. Justice says do not destroy life; charity says save, prolong and make life a blessing. Teach that we are to assist the needy in order that they may get where they may help themselves. Feed the hungry, clothe the naked, visit and minister to the sick, and shelter the homeless, not that it may be known that we are benevolent, but because in these, we may with insight, catch a glimpse or get a vision of Jesus Christ. Teach that true charity will not sit still but is active, ungrudging, without pretense and with no reckoning for a return. Teach that the only consolation for sorrow is worthy action along life's calling. Define and enforce mental charity, as what we owe toward those who know less than ourselves or whose knowledge is of a different kind. The same with moral charity, as what we owe toward the sinning and lost; and show how it "covers a multitude of sins." Tell the stories of some great lovers of men; St. Francis, John Howard, Elizabeth Fry, Florence Nightengale, etc.

Lessons 19 and 20.

Various Duties.

1. The duty of gratitude. Teach that we are never to cast up the benefits we confer to those who receive them, and never fail to show gratitude for benefits received. Ingratitude arises from the idea that others are the mere tools for our pleasure and profit; while gratitude has for its basis a sense of our moral fellowship and communion with others; and gifts received and given should be regarded as tokens of this noble relationship. It is only when a gift is thus regarded that it is blessed both to the giver and the receiver. Tell stories of princely givers; those who have given thought and time and strength and even life, as well as treasure.

2. Duties toward helpers in the home and vice versa. Teach that these as members of the household have rights and privileges that others do not have. They should be regarded as lay brothers and sisters, and as they bear many of the burdens so should they have some share in the honors and pleasures of the home. We owe them, beside a just wage, kindness, courtesy, ample time to seek other employment when no longer needed by us, and care and comfort when they are in want or sorrow.

It should not be regarded as an ignoble hardship to take such a place. Some of its duties, beside faithful service, are regard for the traditions and ideals of their adopted home, silent respect for its private affairs, and a sincere concern for the character and reputation of its members. Tell stories of faithful servants. The Old Testament will suggest many.

Lessons 21 and 22.

Other Special Duties.

1. Duties of laborers and vice versa. Teach that there are mutual duties which may not all be rendered in work and wages. Show that man is not a tool or machine which may be cast aside when worn out; but that labor is a part of life, and that no money can be a full equivalent for the yielding of life. Show also that an employer of labor should not be regarded as a lifeless lump from which any one may take who can without making a just return. The laborer owes his employer, beside faithful work, regard and even effort for the success of his business, scrupulous care for his reputation as a business man, timely notice of his intention to leave, and a manly cheerful spirit brought to all his tasks. The employer owes, besides a just and living wage, practical concern for the welfare of his workmen; as,—provision for sickness, injury, and old age, insistence on proper dwelling, food, and water supply, school advantages for his children, healthful moral conditions, opportunities for elevating amusements.

proper physical development, and religious culture. In other words, he owes a part of his time, means and business ability, both by co-operation and initiative, to help his workmen to a happier, healthier, holier life than they could attain if treated as beasts of burden; or even if left simply to their own devices. Teach that the employer and laborer are not each in a separate class or caste; but both are workers entitled to mutual respect. Teach that service is the one noble, divine thing; the only patent of nobility, and the only thing which entitles one to a share in the good things of life. Teach that strength of muscle or mind, penetration, wit, foresight and talent of any kind, is but so much obligation to give, to serve, to pour out life for the better and higher life of humanity.

2. Duties with regard to animals. Teach that animals are sentient beings capable of suffering; that many have great fondness for their young, often defending them to the death. Show how many attach themselves to men with almost human affection. It is our duty to protect them, be kind to them, and when they must be killed, either for food or from infirmity it should be done in the most humane manner. Tell stories of faithful animals; as the St. Bernard dogs. Get them to read *Black Beauty* and *Beautiful Joe*, or read them to the younger ones.

Lessons 23 and 24.

A Study of Great Characters. (The field in this direction is without limit.)

Take such qualities as obedience, truthfulness, love, gentleness, industry, helpfulness, bravery, respect, carefulness, thoroughness, self-control, ambition, self-improvement, generosity, thoughtfulness, unselfishness, conscientiousness, strength, intelligence, skill, order, perseverance, etc. Hold them up as ideals, teach a definition, and study them in the lives of well known men and women. A few examples.

Abraham Lincoln, industrious, unselfish, intelligent, honest, conscientious, brave, useful.

George Washington, truthful, thoughtful, filial, persevering, brave, thorough, self-controlled, courteous.

David Livingston, self-improved, industrious, unselfish, persistent, generous, helpful, wise.

Mary Lyon, devoted, persistent, intelligent, generous, helpful, unselfish, peace-loving.

Frances Willard, gentle, strong, brave, self-controlled, ambitious, skillful, true.

Lucy Larcom, tenderness, gentleness, faithful, modest, dependent, true, pure.

Review the last eight lessons.

Lesson 25.

Review Questions.

1. Primary grade. 1. Who gave us our bodies?
2. What alone will make us beautiful? 3. What kind of pictures are best to have in the memory? 4. Why should we try to gain knowledge? 5. What is it to be proud? 6. What are evil feelings like?
7. What would happen to a ship without a master? 8. What do we mean by a firm or strong will? 9. What duty do you owe your parents? 10. To whom did Washington show a loving respect? 11. How can brothers and sisters show their love for each other? 12. Tell about Moses and Meriam.
13. What is it to obey your teacher? 14. How many playmates have you, and do you love and try to help them all? 15. Which is the best country in the world? 16. What is a patriot? 17. Are there any we should not love and help? 18. Tell about Florence Nightingale. 19. What should you always say when anything is given you? 20. How should helpers in the home be treated? 21. Why do you think birds love their nests and little ones? 22. Do you know who Black Beauty was? 23. What is it to be gentle? 24. What was Lincoln beside being brave?

2. Intermediate grade. What does injury or defilement of the body do? 2. Why is suicide wrong? 3. To what is memory likened? 4. What are three fundamental rules in gaining knowledge? 5. Define vanity. 6. Tell how self-love differs from self-respect? 7. How are we like God? 8. Distinguish between firmness and stubbornness. 9. Why should we obey our parents? 10. How may we show reverence and honor for our parents? 11. Why should brothers and sisters love one another? 12. How should elder brothers and sisters treat younger ones? 13. Why should our teacher be respected and obeyed? 14. What should be done with a bully and braggard? 15. Why should we love our country? 16. Why should our country continue to live? 17. What is it to show justice? 18. What is it to show charity? 19. What is gratitude? 20. Name some faithful servants? 21. What do employers owe, beside wages, to their employees? 22. What do laborers owe their employers beside faithful work? 23. What is it to be brave? 24. Why was David Livingston a great man.

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