To President Harry S. Truman, Chicago.

Dear Sir,

Some words regarding your statement that you will give your consideration, but will not pledge in advance support to a proposal I may make to the American Committee on Electoral Reform. I had not the slightest idea in my mind of such a country, and must have worked my letter badly. The policy has been
to give the chance to as many as possible to form 
provisional judgments regarding 
this moral instruction, 
use my few letters of 
recommendation, but to 
do all the work possible, 
and trust to voluntary, 
npledged support from 
those who have moral 
knowledge of results 
accomplished.

No moral support has 
yet been asked from any 
organization as an organization 
but even from the P.E.A., but I 
Tought perhaps some result

and for lower grammar the hour b-
[Handwritten text in German]
THE NEW MORAL INSTRUCTION

1. A short course of "illustrated morality lessons" as text-lessons.

   The photographs are all from real life, and the moral convictions of the best
   of people are explained in practical appli-
   cation, so that the discussion seems impor-
   tant to the children and carries influence.
   In time there will be a course of thirty-six,
   three for each year of primary, grammar
   and high school.

   Aggregate audience to date.

2. A special instructor, employed by board of education
   in each large city, to deliver the illustrated lessons in
   school assembly halls throughout the city.

3. Review and discussion, enforcing the assembly instruc-
   tion, by principals and regular teachers.

4. A corps of traveling instructors to serve smaller cities,
   churches, settlements, etc., each assigned a district and
   headquarters.

5. A supply of text lessons to be provided by the Moral
   Education Board, an educational philanthropy represent-
   ing all interests, self-supporting through rentals and les-
   son fees.

Lesson Titles.

"The True Sportsman." or, Ethics of Athletic Games.
"What I'm Going to Do When I'm Grown Up." or, Utility of Education.
"What Men Think About Boys' Fights," or Problem of Personal En-

The first is for boys and girls of high-school age, the second for those of the upper gram-
mar and the third for the lower grammar.

Special Instructor

MR. MILTON FAIRCHILD, CHICAGO, ILL.

Phone Hyde Park 6012 6326 Greenwood Ave.

Mr. B. N. Baker, a Trustee of Johns Hopkins Uni-

versity, is actively associated with Mr. Fairchild in ex-

tending the benefits of this special moral instruction to

American Schools. Address 10 St. Paul St., Baltimore, Md.

BUSINESS STATEMENT MORAL EDUCATION BOARD.

About thirty thousand dollars of time and money has already
been expended in preparing for this special moral instruction.
Mr. Fairchild is on salary, $2,000 and expenses, paid from the
income. Surplus goes to expenses of organizing additional illustra-
ted lessons.

Lesson fees,—$15 for one, $25 for two, $35 for three, etc., with
expenses from nearest headquarters, namely: Albany, Boston, New
York, Chicago, San Francisco. $5.00 extra for audiences over 500.

Lantern furnished by school. Complete outfit can be rented
from regular supply houses at $6 a day, gas for three lessons
included, with express. Mr. Fairchild will set lantern up and show
someone how to run it. Windows can be darkened with black
cotton cloth curtains.

General headquarters permanent address, Albany, N. Y.

Audiences.

The customary plan for towns is to have all the lessons on the same
day in the high school hall,—for the
high school the hour before, for upper
grammar the hour after noon recess,
and for lower grammar the hour be-
fore school closes. The lesson fee is
appropriated by Board of Education
or for "special instruction." Mr.
Fairchild arrives on morning train
and leaves in late afternoon reducing
expenses to the minimum.
The Moral Education Board.


Columbus, O. James F. Baldwin, Albert F. Smiley, Fred. F. Stearns.


Kansas City, Mo. C. H. Kirkland, Agnes F. Kinsman, Joseph H. McMahon.


Lowell, Conn. H. G. Bache.

Manhattan, N. Y. Henry H. M. Cook, Mary E. McKeever.

Minneapolis, Minn. Clement G. Clark, Morris O. Johnson.


Winter Park, Fla. Charles W. Perkins.

THE NAMES OF APPROVAL SUBSCRIBERS TWENTY DOLLARS EACH.


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Anonymous.

George Foster Peabody, Lake George, N. Y.

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Charles Gibson, of Walker & Gibson, druggist, Albany, N. Y.

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Jos. D. Gallagher, pipe and fittings, 86 John, N. Y. City.

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Francie H. Bowser, M. D., nose and throat.

Park Ave., N. Y. City.


Endicott Peabody, Headmaster Groton School, Groton, Mass.

Robert Trew Paine, Boston, Mass.


The Agreement.

I hereby subscribe, and will pay on his request but at my convenience to the one whom I have designated below the sum of twenty dollars for the expenses of the free delivery of each illustrated monthly unit as supervised by the Moral Education Board, the agreement being that for the next ten dollars of my subscription one lesson shall be given to at least two hundred boys and girls.

Name

Address

Mr. Farquhar has the honor to announce

ADDITIONAL SUBSCRIBERS, $200.00 each.

"The umpire shall decide the play."
MORAL INSTRUCTION IN SCHOOLS.

Character has always been asserted by American educators as the chief concern of education, but heretofore no satisfactory way of teaching morals has been available. A new moral instruction which is surprisingly influential and interesting is now offered for general use in American schools. It is recommended by many who are most influential in education, and is under the supervision of practical school men. It has been tested by experience in the schools and been adjusted to prevailing conditions. It has the sympathy of religious institutions because it is not antagonistic to religion although it makes no reference to any religious ideas. It has the backing of men and women prominent in public affairs, and its introduction into schools particularly pleases parents. Why not simplify the school curriculum, and use these illustrated lessons in morals to strengthen the character influences of American education? This policy will put the emphasis on character where all assert it belongs.

Correspondence for further explanation is invited by those whose names are given as associated in this special instruction.

OBERLIN COLLEGE, OBERLIN, OHIO, PRESIDENT'S OFFICE.—I am very glad to say that I believe thoroughly in the work of the Moral Education Board as it is carried out through the illustrated moral lessons of Mr. Milton Fairchild. I have made a careful examination of the text of these lectures, as well as of the illustrations, and believe that Mr. Fairchild's method is psychologically sound and practically effective. I think it is not easy to exaggerate the great need of definite moral instruction in connection with the public school work, and I cannot think that these lessons could be given before any public school without decided gain in the morale of the student body. I am sure that teachers would find themselves assisted in their efforts to maintain high ideals in their schools by these lessons.

Henry Churchill King,
President of Oberlin College.

Dean Wilford L. Robbins, of the General Theological Seminary. The problem is complex.—we plainly cannot teach religion in the Common School,—yet to most of us morals and religion are so entwined that it seems impossible to divorce the one from the other. You have in a measure succeeded in doing this,—at least you present a straightforward moral code which must have the entire sympathy of any normal man. And you present it in such a way that it makes immediate and strong appeal to the child's imagination.

Wilford L. Robbins.

Rabbi Samuel Schulman, of New York, accepts the scheme for moral instruction.

On the other hand, if formal ethics is to be taught without some religious basis this would constitute the official tearing apart in the schools of ethics from religion. No religious teacher would grant either the possibility or the desirability of such a method.

Therefore the cry for more moral instruction can only be met by some such scheme as yours. Your lectures seem to provide the moral instruction upon which all can agree.

Samuel Schulman.

BOARD OF EDUCATION.

Johnstown, N. Y., Oct. 22, 1907.

In reply to your recent letter I take pleasure in saying that your lectures on morals delivered before the students and teachers of our high school were greatly appreciated by the members of the Board of Education, by the teachers and pupils. It was conceded by all that there is a need of just such kind of work in our schools, and that the lectures were helpful and practical, and an inspiration to all who heard them.

Such moral instruction seems to us to have a place in popular education.

C. H. BUTLER,
Prest. Board of Education.
December 23, 1908

My dear Mr. Fairchild:—

Yours of the 22d inst. is received. I shall be glad to discuss the matter with Mr. Barnes.

I was sorry not to have had more time the other day to listen to your exposition of the subject. It struck me as a plan decidedly worth trying. Its ultimate and long-continued success will depend in my opinion almost wholly on the personality of the one who is to carry it on. No plan in itself will accomplish what is intended by it. In the hands of the judicious and enthusiastic demonstrator good ought to result. At the same time, only a rather long-continued experiment will show the possibilities adequately.

Very truly yours,

H. P. Jewson

Mr. Milton Fairchild,
6326 Greenwood Avenue, Chicago.
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C. H. BUTLER,
PRESIDENT, OBERLIN COLLEGE.

December 3, 1910

DEAR SIR,

I appreciate your letter of Dec. 29th. I have read with interest the first lesson of the Moral Education Board's illustrated series. I am impressed with the success with which the Board has been able to present a moral instruction which is so clear and interesting that it cannot but have the utter sympathy of any normal man. And you present it in such a way that the lesson is imbedded in the child's imagination.

Arthur Schilling

BOARD OF EDUCATION.

In reply to your recent letter I take pleasure in saying that your lectures on morals delivered to the students and teachers of our high school were greatly appreciated by the members of the Board of Education, by the teachers and pupils. It was conceded by all that there is need of just such kind of work in our schools, and we are glad to have such a method that is so useful and practical and an example of the best Work of the

[Signature]

Such moral instruction seems to me to have a place in popular education.

C. H. BUTLER,
PRESIDENT, BOARD OF EDUCATION.
My dear President Johnson,

Your letter of the twenty-third is received with gratification, and so far as I know of, news about the opinion held by most of those personally committed to this new moral instruction. Actually, being present at school session
During a delivery of an illustrated lesson, it seems to deepen the appreciation of a final important and great success. This was shown in Prof. J. Marx. Baldwin's time of congratulation at the close of the Baltimore experiment, Nov. 30th.

She knew that something real and permanent had been accomplished.

So fora, the present "supervisors" is ensured,
THE NEW MORAL INSTRUCTION

1. A short course of "illustrated morality lessons" as text-lessons.
   The photographs are all from real life, and the moral convictions of the best of people are explained in practical application, so that the discussion seems important to the children and carries influence. In time there will be a course of thirty-six, three for each year of primary, grammar and high school.
   Aggregate audience to date

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Phone Hyde Park 6012
Chicago, Ill.

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My dear Prof. Judson,

It is quite necessary for me to know whether the "International Committee on Moral Training," of which you are a member, is really a permanent activity, something more than a meeting in it to do something regardless of Mr. [illegible] plans for himself? If they are, then I should hope to have formal support from that Committee.

Yours truly, Milton Fairchild
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Mr. Fairchild is making out a report of the Baltimore "experiment" for publication.
THE MORAL EDUCATION BOARD.

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E. T. Strong.
Thos. D. Anderson.
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Arthur Parsons.
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Henry E. Schell.

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Clement G. Clark.

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MORRILL, Conn.

NASHVILLE, Tenn.

NEW BEDFORD, Mass.

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NEW BRUNSWICK, N. J.

NEW HAVEN, Conn.

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MORAL EDUCATION BOARD LIST FOR 1908-9

Chestnut Hill, Pa., Chestnut Hill Acad., J. L. Patterson.
East Orange, N. J., Mass meeting, Gram., Vernon L. Davey.
Franklin, Mass., Dean Acad., Arthur W. Peirce.
Lakeville, Conn., Hotchkiss School, H. G. Buchler.
High School.
Mass meeting, upper Gram. (2).
Mass meeting, lower Gram. (2).
Maplewood School.
Linden School.
Montclair, N. J., Mass Meeting Grammar, Randall Spaulding.
Montclair Acad., John G. MacVicar.
Schenectady, N. Y., High School, A. R. Brubacher.

MORAL INSTRUCTION IN SCHOOLS.
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President of Oberlin College.

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C. H. BUTLER.
Prest. Board of Education.

Mr. Fairchild will be in Chicago for headquarters after November eleventh, 1908.

6326 Greenwood Ave. Chicago, Ill. Phone Hyde Park 6012

S. for Boys, Lawson Riggs, A. E. Upham.
Country Club, P. F. Hall.
Minneapolis, Minn., East Side H. S., W. F. Webster.
Humholt H. S., Dietrich Lunge.
Mass meeting, Gram., Dietrich Lunge.
Central H. S. (2), V. K. Froula.
December 21, 1908

Dear Sir:-

Your favor of the 18th inst. is at hand. I am not able to answer the questions which you ask as to the Committee on Moral Training. If the matter comes before that Committee of course I will give it fair consideration, but I am not accustomed to pledge support in advance in that or any other body with which I am connected.

Very truly yours,

Mr. Milton Fairchild,
6326 Greenwood Avenue, Chicago.
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Henry C. Winsight
President of Oberlin College

February 18, 1906.

DEAR SIR: It is a matter of course that Mr. Fairchild's system of moral instruction is likely to be adopted by the schools of this country, and I feel that it would be to the advantage of the Common School to follow his example.

Willford L. Robbins.

Chairman of the General Theological Convention of New York.

February 20, 1906.

DEAR SIR: I am very pleased to see that Mr. Fairchild's system of moral instruction is being adopted by the schools of this country. I think it is a great advance in the education of our children.

W. H. Robinson

Chairman of the Board of Education.

March 10, 1906.

Deer SIR: I am very pleased to see that Mr. Fairchild's system of moral instruction is being adopted by the schools of this country. I think it is a great advance in the education of our children.

Samuel Schuman

Chairman of the Board of Education.

March 12, 1906.
August 4, 1908

Dear Sir:

Your favor of the 29th of July with enclosure is received. I have no doubt that you can arrange with Mr. Stagg for some addresses on the subject of the ethics of true sportsmanship. The list to which Professor Henderson has referred is not a very definite one, and I should not think it necessary to consider the question.

Very truly yours,

Mr. Milton Fairchild,
Albany, New York.
Dear Sirs,

Your letter of the 12th of July with enclosures 142 to 146,

causing I have no doubt that you can extricate you in general
for some easement of the expense of the office of your department.

With the object of saving Preston Committee from assisting to pay
which we get under one and I expect not think it necessary to say

very early hence.

Mr. H.K. New York.

Very truly yours,
THE MORAL EDUCATION BOARD

Moral Instruction in Schools and Colleges

A new means of moral instruction has been worked out by Mr. Milton Fairchild, assisted by advice and suggestions from members of this Board, and made a practical success. It is the object of this Board to bring this new method forward as affording an available means of moral instruction in public and private schools and colleges under conditions prevailing in American education.

The long list of members of this Board is a guarantee to all who know the individuals therein named, of the thoroughness of the educational theory and experience on which this special and new method of moral instruction rests.

Study and experiment began in 1896 and '97, and Mr. Fairchild has since given his entire time to preparation for a practical success in American schools. He has been assisted from the first in this invention of a new method of moral instruction by such educators as President Henry Churchill King, of Oberlin College, and President Wm. J. Milne, of the New York State Normal College.

The moral instruction which the members of the Board have accepted as available and effective is visual instruction by means of what are called for lack of a better name, "Illustrated Morality Lectures." A subject of recognized importance in school life is chosen, such as the "ethics of sport," and an illustrated lecture made from photographs of American and English sports. Their meaning is explained so that the children can see for themselves what true sportsmanship is the world over. An effective lecture cannot be arranged until the photographs essential to its ideas have been collected, and it was found necessary to invent a special camera, one that can take thirty photographs inside of one minute, and to exercise unlimited patience in searching for useful photographs. A large collection of negatives has been made especially for these morality lectures, the subjects being the events and incidents of real life. Extreme care is used in the selection of situations that have moral significance and tend to positive effects in the minds of the children. The emphasis of every lecture is on the right and fine in conduct and spirit.
The photographs are not left to do all the work, but each has its interpretation, carefully written as to the thought and style. These interpretations are of equal importance with the photographs. The positions taken are those which public opinion on the whole has come to sanction, consultation being had with many persons in different walks of life as to the wisdom of every paragraph. An illustrated morality lecture, therefore, is an illustrated argument in justification of reasonable and high standards of personal conduct. It is winning and convincing and influential, because it brings before the children's eyes, and interprets for them, real human experience in justification of the morality in which their elders believe. It has force, because it explains public opinion in these matters in a way that interests, and is rich enough in details to make self-evident the good sense of the conduct it approves.

There are at present only a few of these morality lectures completed and in practical use, because of the difficulties involved in their production, but such lectures as are completed have their own usefulness as individual lectures, and have been thoroughly tested and proved effective. Their success in the schools will bring the funds necessary for the development of other lectures. New lectures will be gotten out as rapidly as possible.

A lecture on the ethics of sport, entitled THE TRUE SPORTSMAN, OR THE EIGHT GREAT LAWS OF SPORT, was completed in January, 1906, and was delivered in the following five months by Mr. Fairchild to an aggregate audience in schools and colleges of about twelve thousand, always with success. The following letter from the Head Master of the Newton High School, Newtonville, Mass., will indicate the enthusiastic reception given it by pupils and teachers.

THE NEWTON HIGH SCHOOL

NEWTONVILLE, MASS., MAY 25, 1906.

My dear Mr. Fairchild:— Permit me to say that we were all much pleased with your lecture, “The True Sportsman.” Without exception, the members of my staff think that the time given up to the lecture was time well spent. We were all impressed with the strength and simplicity of your address. The pupils, too, appreciated what you had to say, and were deeply impressed with the spirit of your work. Your response to the encore was, to me, one of the strongest things in your lecture, and showed most clearly your spirit and the high plane of your work.

Very truly yours,

Enoch C. Adams,
Head Master.
One boy's theme, written after hearing "The True Sportsman," contains this: "Some way or other, when I am in a game and get a few cracks, I never think of being a True Sportsman; I always look for my revenge. I guess that lecture has taught me a lesson. I will always think of those rules when I am in a game hereafter."

"The True Sportsman" begins by bringing the incidents of sport before the minds of its audience by showing photographs of a bit of good sport in contrast with a foul. In a sense this visual instruction is "incidental instruction:" the photographs of incidents revive the occasions for moral instruction and make them real at the time of the lecture. Having thus interested the children in the conduct considered sportsmanlike, the lecture illustrates the "eight great laws of sport," as follows:—

1. Follow sport for sport's sake.
2. Play the game within the rules, and lose or win with honor.
3. True sportsmen are courteous and friendly in their sport.
4. A sportsman must have courage, a coward is not worthy of the name.
5. The umpire shall decide the play.
6. Honor for the victors, but no derision for the vanquished.
7. The true sportsman is a good loser in his games.
8. The sportsman may have pride in his success, but not conceit.

There are sixty-seven lantern slides, and their exhibition and interpretation occupies forty-five minutes, a convenient school period and under, rather than over, the natural limit of attention for the children. It never fails to hold the interest, and there is never any question as to its exerting influence. It brings forward its argument from reality and experience to sustain the school authorities in the positions they take regarding practical matters connected with school athletics, and is recognized as making school discipline easier in this regard. It is moral instruction on the plane of instruction in other branches of knowledge. In the edition just described, "The True Sportsman" is for use in grammar and high schools. There is a "college edition," which is described later.

A second lecture is entitled WHAT MEN THINK ABOUT BOYS' FIGHTS. It is written for children about nine years of age, and gives a telling explanation of public opinion. In collecting photographs for this moral instruction Mr. Fairchild has spent about half of the past nine years watching, photographing and making notes on the life of children in the streets of many large cities of the United States. One summer was spent in London and Manchester, England, in the search for useful photographs. His knowledge of child life supplements that of teachers. It is
evident from school experiences and from the free life of the streets that boys of about nine years of age have a natural tendency to test each other’s strength in a fight, and it seems to them as if it were a matter of manliness to fight, whether the cause be worthy or not, lest they seem cowardly to themselves and other boys. This morality lecture explains what true bravery is in contrast with conduct unbecoming gentlemen, and influences boys to accept games as tests of strength as men do, and to look upon the ordinary boy’s fight for no good cause as foolish and disgraceful. The lower four grades of grammar schools make the natural audience for this lecture.

After arousing interest in the minds of the children as to the right and wrong of personal violence, without good cause, by showing a few incidents of fights, by means of photographs that look foolish and are quite disappointing to boys who have gloried over their victories, the following general outline is followed:—

1. What men think of fights for no good cause.
2. When is it right to fight?
3. When men consider boys truly brave.
4. What is cowardly in these fighting bullies of our streets.
5. Whether men like boys of this kind.
6. The law about disorderly conduct.
7. The way men avoid fights among themselves.
8. Men’s and boys’ games that are better than these fights.

Under each of these headings the special ideas are illustrated, which children about nine years of age need to help them decide their conduct under provocations that arise in school and out of school. This lecture has produced good results in the general opinions it has created among school children regarding fighting, and has induced boys to settle difficulties in a manly way without a fight. The following comment was written by a boy some two weeks after seeing and hearing its photographs and interpretations, and carries its own weight of evidence.

“All this was very interesting, and did a deal of good, especially the fighting, which has saved some boys a great deal of trouble.”

“What Men Think about Boys’ Fights” is thirty-five minutes long, and is, in a way, a companion lecture to “The True Sportsman,” because it suggests games as a substitute for fights and the latter gives the ethics of these games. They are often given as companion lectures in grammar schools, the upper four or five grades making the audience for “The True Sportsman,” and the lower four grades that for “What Men Think about Boys’ Fights.”

A third morality lecture will be completed sometime during the present school year, and will be entitled “WHAT I’M GOIN’ TO DO
WHEN I'M GROWN UP." It will show that the time will come when the children will wish to use all the ability they can command to accomplish some much desired success. A striking series of photographs will reveal the importance of profiting by school studies, and training their minds in preparation for the time when the desire to do something well will come upon them. Many children fail to study faithfully because they do not see the use of it. This will be a morality lecture of high utility, and will make them more appreciative of the skillful instruction given them by their teachers. It's outline will be about as follows:

1. Most people have to earn a living. Different occupations.
2. Every one ought to do something worth doing.
3. Ability and opportunity decide one's life work.
4. Learn how to manage your own affairs wisely.
5. Good positions come to those thoroughly prepared.
6. Education means better salary, a better place in the world.
7. Success in life is essential to a good time all through life.
8. Training assists talent; general knowledge heightens special.
9. Be worthy of the responsibilities of home and nation.
10. Get on in the world, but get on honorably.

Other lectures will be completed as rapidly as the funds accumulated will permit. The lecture fees from these three lectures must provide the funds for the completion of others.

In addition to the morality lectures for schools, there is a series to be completed for use in American colleges. The lecture on the ethics of sport has a separate edition for colleges, which has already been delivered successfully in several colleges, winning approval and carrying real influence. It has a special exhibit dealing with the football situation, and shows exactly what has gone on inside the football scrimmage. The argument is directed to show that the game can be made acceptable only by being characterized by true sportsmanship on the part of the players themselves. It makes a strong appeal for true standards of sport in this particular game.

President Andrew V. V. Raymond, of Union College, Schenectady, N. Y., writes regarding a delivery of this college edition before members of the Athletic Association.—"I want all the boys to hear that lecture, and shall try to arrange for its repetition. Professor Opdyke, the chairman of our Athletic Committee, is enthusiastic about its presentation of the subject. I have heard nothing but praise."

The college lectures are of college grade, and usually the topics will be different and older than those used in the school lectures, but the college and school lectures will be coordinated. Many
photographs for a second college lecture have been collected, the
topic of which will be "The college man in public affairs." It
will show that in the mob-rush, so to speak, of public opinion
so far as the crowd is concerned, there is the basis of a great
duty naturally belonging to men and women of disciplined minds.
It is their duty to arrive at judgments on public affairs through
rational consideration of all interests and rights involved, and
to lead the crowd in its opinions to such public action as pro-
motes the growth of righteous and wholesome general social life.

It is possible to estimate the value of these plans for moral
instruction if one takes a look into the future of this project.
Imagine illustrated morality lectures on these and other topics
on which a hundred years of wisdom and experience have been
concentrated. For each a wonderfully effective series of photo-
graphs would have been collected, and the experience of society
for the hundred years accumulated to sustain every paragraph.
Every feature of each lecture would have the perfection which
comes from criticism and attention to every detail. The lectures
offered for immediate use are well done and thoroughly tested
in their present form, but they will gather strength from year
to year. The Moral Education Board stands for continuity in
the effort to embody public opinion in what may properly be
called "text-lectures" in morality.

The members of this Board do not pretend to settle for the
rest of society what is right and wrong. The morality lectures
are delivered according to carefully prepared manuscript texts,
and are open to all for perusal and discussion. Points of morality
which are regarded as not yet settled by public opinion are omitted
from these lectures, and left for other agencies to determine. No
lecture is put into general use until it has received the personal
sanction of the members of the Executive Committee.

The Moral Education Board plans to be self-supporting, but
is not a business enterprise. The regular lecture fee is ten dollars
for each delivery. This low fee is made possible by the fact
that in many instances three or four deliveries can be arranged
for a single day. Sometimes all the grammar schools and the
high schools of a city can be included in a series of deliveries
to be given within a few days. Lectures in parochial schools
are on the same basis as those in public schools.

The fee for a single lecture at a large private school, or at a
college is twenty-five dollars.

All accumulated funds will be used and invested with the
advice and consent of a Finance Committee. The finances are
for the present in the name of the Lecturer as a personal matter,
his integrity being the guaranty that the obligations between
himself and the members of the Board, which form the basis
of its organization, will be adhered to in the financial and in
all matters connected with this work.

It is the policy to adjust the income to the necessities of the
work to be accomplished, and to reduce to the minimum the
cost of lectures to the schools, keeping the Board, however, always
self-supporting. No one but the regular staff of workers is to
receive compensation in any way for cooperation in this work
for moral instruction.

The choice of membership in the Board has been based on the
belief that intelligent representatives of all walks of life should
be included in order that the rights of all may be properly con-
sidered in the morality taught in the lectures. Its membership
is not limited, and invitations to membership will be given on the
initiative of the Lecturer and members of the Executive Com-
mittee until four or five hundred are included. The phrases of
chief importance in the membership blank which all have signed,
read as follows: "Believing, as I do, that moral instruction
by some effective method should be given to American children
and young people, and being convinced that ways and means for
this have been found in the illustrated morality lectures which
the Moral Education Board is organized to supervise, I hereby
subscribe myself a member of that Board." Public sanction and
continuity are provided for through the organization of this Moral
Education Board. It makes no effort at reform, but simply seeks
to instruct children in that which is public opinion on the topics
which the morality lectures discuss.

For immediate use, to sum up the announcement, we offer the
following lectures:

THE TRUE SPORTSMAN, for grammar schools and high schools.
WHAT MEN THINK ABOUT BOYS’ RIGHTS, for lower four grades of
grammar schools.

COLLEGE EDITION OF THE TRUE SPORTSMAN, for colleges.
WHAT I’M GOING TO DO WHEN I’M GROWN UP will be completed
shortly, for grammar and high schools.

THE COLLEGE MAN IN PUBLIC AFFAIRS is in preparation for use in
colleges.

MEMBERS OF MORAL EDUCATION BOARD
July 20, 1906.

EXECUTIVE COMMITTEE.—President Henry Churchill King, Ober-
lin College, Oberlin, Ohio; President Wm. J. Milne, New York
State Normal College, Albany, N. Y.; James F. McElroy, Con-
solidated Car Heating Co., Albany, N. Y.

REGULAR MEMBERS, by place and date of signature.

ALBANY, N. Y.

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James F. McElroy, in business, formerly on Board of Education.
Salome Cutler Fairchild (Mrs. E. M.), formerly Vice-Director
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Edwin Milton Fairchild, Lecturer for Moral Education Board.
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Oscar D. Robinson, Principal Albany High School.
John A. Howe, Principal Grammar School No. 4.
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Anna W. Gibson (Mrs. Charles).
Charles N. Gilbert, in business.
Mabel Dean Gilbert (Mrs. Charles N.).
Samuel C. Wooster, in business.
Edgar H. Brown, Pastor First Methodist Church.
Wm. Mason, Chief Accounts Division, State Education Department.
W. A. Rally, in business.
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Caroline Buchanan (Mrs. Charles J.).
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Edward W. Wetmore, Professor New York State Normal College.
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   Saints Cathedral, Rector St. Agnes School.
Esther Louise Camp, Principal Albany Girls' Academy.
John Boyd Thacher, author.
THE MORAL EDUCATION BOARD.

THE NEW MORAL INSTRUCTION

1. A short course of "illuminated morality lessons" as text-lessons.
2. A special instructor, employed by board of education in each large city, to deliver the illustrated lessons in school assembly halls throughout the city.
3. Review and discussion, enforcing the assembly instruction, by principals and regular teachers.
4. A corps of traveling instructors, serving smaller cities, churches, settlements, etc., each assigned a district and headquarters.
5. A supply of text lessons to be provided by the Moral Education Board, an educational philanthropy representing all interests, self-supporting through rentals and lesson fees.

Mr. Milton Fairchild, Albany, N. Y.
Special Instructor for M. E. B.

Belmar, N.J.; 114 3rd. Ave.; 28 July, '08

President Henry Pratt Judson,
Chicago University.

Dear Sir:

It is my plan to spend most of next winter lecturing from Chicago as headquarters. The work done this past school season can be seen on the reverse of this sheet. One of the illustrated lessons is on the ethics of true sportsmanship, and its delivery in preparatory schools and high schools and churches has been successful in arousing the boys to firmer support of established ideals among true sportsmen. I am hoping for an opportunity to show you personally the nature of this moral instruction, and to secure your good will. I am sure that Mr. Stegg will back me up in the delivery of the lesson on the ethics of sport, for his own position is in agreement with what is taken in the lesson.

During a conversation with Professor Henderson, it was suggested that my name go on the University list of approved lecturers, and I am writing to learn just what that list is, and what it obligates me to do, and in what ways I have to qualify for inclusion.

Yours truly,

Milton Fairchild
Special Instructor for the Moral Education Board.
Report to members of Moral Education Board.

SPECIAL MORAL INSTRUCTION.

Important Subject:

"The True Sportsman."  or, Ethics of Athletic Games.
"What I'm Going to Do When I'm Older," or, Utility of Education.
"Grown Up." or, Problem of Personal Encounter.
"What Men Think About Boys' Fights."

Aggregate audience to date: 13,817.

MORAL EDUCATION BOARD LIST for 1907-8.

Previous lists contained 1 normal school, 18 high schools, 24 private preparatory schools, 16 grammar schools, 16 colleges, 1 theological seminary, 8 churches, 8 settlements, 6 Y. M. C. A.'s, 5 reform schools, 4 general lectures.

Place, Name, No. lectures, By whom arranged:

Baltimore, Md., Colored High School, Jas. H. Van Sickle.
Boston, Mass., Bullfinch Place Church, 2, Christopher R. Eliot.
Bordentown, N. J., Military Institute, 1, T. D. Landon.
Borden House, N. J., Board of Education, 1, Vernon L. Dave.
Cora, L. L., Union Church, 1, W. J. Peck.
Dobbs Ferry, N. Y., Juvenile Asylum, 1, Henry M. Leipziger.
East Orange, N. J., High School, 1, Board of Education.
Frank W. Jennings.
Germantown, Pa., Friends' School, 1, Stanley R. Yarnall.
Johnstown, N. Y., High and Grammar, 1, Frank W. Jennings.
Merrittsburg, Pa., Monroe College, 1, A. G. Balcom.
Montclair, N. J., High School, Herbert W. Dutch.
Morgan, N. J., Morris College, 1, Francis C. Woodman.
Abingon, N. J., School, 1, A. G. Balcom.
Bruce, N. J., School, 1, A. G. Balcom.
Hamburg Place School, 1, A. G. Balcom.
14th Ave. School, 1, A. G. Balcom.
Nictow, Pa., Boys' and Girls' Club, 2, Oscar B. Hawes.
Port Deposit, Md., Toms School, 1, F. R. Lane.
New York, N. Y., Brooklyn Man. Tr. H. S., 1, Charles D. Larkins.
Bryant Church House, 1, P. S. Cookman.
Brooklyn Commercial High, 1, Frank R. Moore.
Catholic Protectorate, 2, Henry M. Leipziger.
Church of Savior, 1, J. S. Stone.
Educational Alliance, 1, Julia Richman.
Girls' Tech. H. S., 1, William McAndrew.
Grace Chapel, 1, W. R. Huntington.
Harrington School No. 2, 2, John F. Reigart.
Greene House, 1, Mrs. V. S. Simkhovitch.
High School, 1, Solomon Lowenstein.
High of Commerce, 1, James J. Sheppard.
House of Refuge, 1, P. Byers.
Imman, Lutheran Church, 1, Wm. Schoenfeld.
Judson Memorial, 2, Wm. N. Hubbard.
Miss. Imac. Virgin, 1, Henry M. Leipziger.
Morris High, 1, John H. Denhig.
Morrisania Church, 3, M. P. Johnston.
People's Home Church, 3, E. L. Fox.
School of Philanthropy, 1, S. Me. Lindsay.
St. George's Church, 3, H. H. Fiske.
St. James, 3, Jas. W. Chalmers.
St. John's Chapel, 1, C. L. Gompf.
St. Luke's Chapel, 1, C. L. Gompf.
St. Michael's Church, 1, John F. Peters.
Teachers College, 1, T. D. Wood.
West End Church, 1, J. G. Hammar, Jr.
Trenton, N. J., High School, 1, Wm. A. Weizel.
Sidwell's Friends School, 1, Thos. W. Sidwell.
Business High, 1, Sup't. A. J. Stuart.
Allan Davis.
Central High, 1, Emory M. Wilson.
Eastern High, 1, Willard S. Small.
M. St. H. S., 1, W. T. S. Jackson.
McKinley Man. Tr. H. S., 1, Geo. E. Myers.
Western High, 1, Edith C. Westcott.

Wilmingon, Del., High School, A. H. Berlin.
My dear President Judson,

I am in the Chicago circular which shows what an important matter this special moral instruction has become.

I call your special attention to the note regarding Mr. Baker of Baltimore. We had a trial drawn in Baltimore last week.
at which President
Prumaw, Dr. Baldwin
Mr. Baker, and others
were present. 24 con-
vinced. Then, and
Mrs. Baker is going
take a personal
interest.

Yours truly,
Wilton Fairchild

6326 Grandwood Ave.
Chicago, Ill.
14 Dec. 08
THE NEW MORAL INSTRUCTION

1. A short course of "illustrated morality lessons" as text-lessons.

The photographs are all from real life, and the moral convictions of the best of people are explained in practical application, so that the discussion seems important to the children and carries influence. In time there will be a course of thirty-six, three for each year of primary, grammar and high school.

Aggregate audience to date 77814

2. A special instructor, employed by board of education in each large city, to deliver the illustrated lessons in school assembly halls throughout the city.

3. Review and discussion, enforcing the assembly instruction, by principals and regular teachers.

4. A corps of traveling instructors to serve smaller cities, churches, settlements, etc., each assigned a district and headquarters.

5. A supply of text lessons to be provided by the Moral Education Board, an educational philanthropy representing all interests, self-supporting through rentals and lesson fees.

LESSON TITLES.

"The True Sportsman." or, Ethics of Athletic Games.

"What I'm Going to Do When I'm Grown Up." or, Utility of Education.

"What Men Think About Boys' Fights." or Problem of Personal Encounter.

The first is for boys and girls of high-school age, the second for those of the upper grammar and the third for the lower grammar.

Special Instructor

MR. MILTON FAIRCHILD, CHICAGO, ILL.

Phone Hyde Park 6012 6326 Greenwood Ave.

Mr. B. N. Baker, a Trustee of Johns Hopkins University, is actively associated with Mr. Fairchild in extending the benefits of this special moral instruction to American Schools. Address 10 St. Paul St., Baltimore, Md.

BUSINESS STATEMENT MORAL EDUCATION BOARD.

About thirty thousand dollars of time and money has already been expended in preparing for this special moral instruction.

Mr. Fairchild is on salary, $2,000 and expenses, paid from the income. Surplus goes to expenses of organizing additional illustrated lessons.

Lesson fees, $15 for one, $25 for two, $35 for three, etc., with expenses from nearest headquarters, namely: Albany, Boston, New York, Chicago, San Francisco, $5.00 extra for audiences over 500.

Lantern furnished by school. Complete outfit can be rented from regular supply houses at $6 a day, gas for three lessons included, with express. Mr. Fairchild will set lantern up and show someone how to run it. Windows can be darkened with black cotton cloth curtains.

General headquarters permanent address, Albany, N. Y.

Audiences.

The customary plan for towns is to have all the lessons on the same day in the high school hall,—for the high school the hour before, for upper grammar the hour after noon recess, and for lower grammar the hour before school closes. The lesson fee is appropriated by Board of Education as for "special instruction." Mr. Fairchild arrives on morning train and leaves in late afternoon reducing expenses to the minimum.
The Moral Education Board.

Composed of:

George J. McMahon, Chairman
Julius Sachs, Vice-Chairman
David H. Geer, Secretary
Joseph P. Byers, Treasurer
Samuel McHenry, Assistant Treasurer
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H. B. Storer

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James B. Woodard
Frank Sargent Hoffman
Stevens, N. Y.

Theodore N. Huxley,
L. D. S. Lewis

W. H. Gomes, of Aeolian Co., 5th & 34th St., N. Y. City
Francis O. Housworth, M. D.

James E. Silliman
21 Warren St., New York City

Endicott Peabody, Headmaster Groton School,
Groton, Mass.

Robert Treat Paine, Boston, Mass.
Albert Vander Veer, M. D., surgeon, Regent State Univ.

Address

Mr. Fairchild has the honor to announce:

ADDITIONAL SUBSCRIBERS, $2000 each

Harry H. Beaton

"The empire shall decide the play."
MORAL EDUCATION BOARD LIST FOR 1908-9

Ashbury Park, N. J., High & Grammar, J. F. D. Shepherd.
Chestnut Hill, Pa., Chestnut Hill Acad., J. L. Patterson.
East Orange, N. J., Mass meeting, Gram., Vernon L. Davy.
Franklin, Mass., Dean Acad., Arthur W. Peirce.
Lakeville, Conn., Hotchkiss School, H. G. Buchler.
High School.
Mass meeting, upper Gram. (2).
Mass meeting, lower Gram. (2).
Maplewood School.
Linden School.
Montclair, N. J., Mass Meeting Grammar, Randall Spanlding.
Montclair Acad., John G. MacVicar.
Schenectady, N. Y., High School, A. R. Brincker.

MORAL INSTRUCTION IN SCHOOLS.

Character has always been asserted by American educators to be the chief concern of education, but heretofore no satisfactory way of teaching morals has been available. A new moral instruction which is surprisingly influential and interesting is now offered for general use in American schools. It is recommended by many who are most influential in education, and is under the supervision of practical schoolmen. It has been tested by experience in the schools and been adjusted to prevailing conditions. It has the sympathy of religious institutions because it is not antagonistic to religion although it makes no reference to any religious idea. It has the backing of men and women prominent in public affairs, and its introduction into schools particularly pleases parents. Why not simplify the school curriculum, and use these illustrated lessons in morals to strengthen the character influences of American education? This policy will put the emphasis on character where all assert it belongs.

Correspondence for further explanation is invited by those whose names are given as associated in this special instruction.

OBERLIN COLLEGE, OBERLIN, OHIO, PRESIDENT’S OFFICE.—I am very glad to say that I believe thoroughly in the work of the Moral Education Board as it is carried out through the illustrated morality lessons of Mr. Milton Fairchild. I have made a careful examination of the text of these lectures, as well as of the illustrations, and believe that Mr. Fairchild’s method is psychologically sound and practically effective. I think it is not easy to exaggerate the great need of definite moral instruction in connection with the public school work, and I cannot think that these lessons could be given before any public school without decided gain in the morale of the student body. I am sure that teachers would find themselves assisted in their efforts to maintain high ideals in their schools by these lessons.

HARRY CHURCHILL KING
President of Oberlin College.

Dean Wilford L. Robbins, of the General Theological Seminary.
The problem is complex—we plainly cannot teach religion in the Common School—yet to most of us morals and religion are so entwined that it seems impossible to divorce the one from the other. You have in a measure succeeded in doing this—at least you present a straightforward moral code which must have the entire sympathy of any normal man. And you present it in such a way that it makes immediate and strong appeal to the child’s imagination.

WILFORD L. ROBBINS.

RABBI SAMUEL SCHULMAN, of New York, accepts the scheme for moral instruction.

On the other hand, if formal ethics is to be taught without some religious basis this would constitute the official tearing apart in the schools of ethics from religion. No religious teacher would grant either the possibility or the desirability of such a method. Therefore the cry for more moral instruction can only be met by some such scheme as yours. Your lectures seem to provide the moral instruction upon which all can agree.

SAMUEL SCHULMAN.

BOARD OF EDUCATION.

JOHNSTOWN, N. Y., Oct. 22, 1907.

In reply to your recent letter I take pleasure in saying that your lectures on morals delivered before the students and teachers of our high school were greatly appreciated by the members of the Board of Education, by the teachers and pupils. It was conceded by all that there is a need of just such kind of work in our schools, and that the lectures were helpful and practical, and an inspiration to all who heard them.

Such moral instruction seems to us to have a place in popular education.

C. H. BUTLER.
Prest. Board of Education.

Mr. Fairchild will be in Chicago for headquarters after November eleventh, 1908.

6326 Greenwood Ave. Chicago, Ill. 'Phone Hyde Park 6012

Catonsville, Md., Mass, Gram., B. N. Baker, E. G. Corney’s
Country Club, P. F. Hall.
Minneapolis, Minn., East Side H. S., W. F. Webster.
Humboldt H. S., Dietrich Lange.
Mass meeting, Gram., Dietrich Lange.
Central H. S. (2), V. K. Froton.
Character has always been asserted by American educators to be the chief concern of education, but heretofore no satisfactory way of teaching morals has been available. A new moral instruction which is surprisingly influential and interesting is now offered for general use in American schools. It is recommended by many who are most influential in education, and is under the supervision of practical school men. It has been tested by experience in the schools and been adjusted to prevailing conditions. It has the sympathy of religious institutions because it is not antagonistic to religion although it makes no reference to any religious ideas. It has the backing of men and women prominent in public affairs, and its introduction into schools particularly pleases parents.

Illustrated Lessons in Morals.

"I'm Going to Do What I'm Grown Up," or Utility of Education.

"What Men Think About Boy's Fights," or Problem of Personal Encounter.

Aggreate audience to date 092 431

Special Instructor
Mr. MILTON FAIRCHILD, 6326 Greenwood Ave.
Phone Hyde Park 6012 CHICAGO, ILL.

Mr. B. N. Baker is actively associated with Mr. Fairchild in extending the benefits of this special moral instruction to American Schools. Address: 10 St. Paul St., Baltimore, Md.

Correspondence for further explanation is invited by those whose names are given as associated in this special instruction.

1937 Oct. 09

[Handwritten address]

Mr. Harry C. V. Fielding, University of Chicago.

[Handwritten note]

Dear Sir,

May the letter of gratitude be a great assistance to you and I trust you for it. Prof. Aspey had told me of the incident you mentioned; I may incorporate it in my college lectures without mention of names or any individual if I can show this practice in a moral instruction. I wonder if I can tell you that we are going to write three illustrated lessons for use in all the large cities of America and think it is the Quite a complete set of lessons.

ILLUSTRATED MORAL INSTRUCTION

"Scarcely" photographs of things that actually happen in real life are taken especially for moral instruction. Eastern widows from there, 90 to 100 for each lesson, are projected on a screen and thus enlarged to life size before large audiences of school children in the assembly hall. Carefully prepared instructions as to what is right and false in conduct is given as an explanation of the photographs while the children are studying them upon the screen. Result—intense interest and real influence. Audience total since January, 1906.

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Agnes E. Kirchner
F. F. Hines

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S. K. Shear

NEW HAVEN, CONN.
H. C. Buehler

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Henry D. Hervey

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Waltham, Mass.
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P. H. Fairchild
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Arthur P. Hunt
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Louis Sellberg
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Samuel Schulan
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David H. Greer
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Samuel McCune Lindsay
John Dewey

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John Calvin Hanna

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Mary W. Anderegg
M. A. T. ERSON, N. J.
D. S. Hamilton

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Lorin Webster

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John E. Shores

SOUTH HADLEY
Mary E. Woolley

TROY, N. Y.
Theophilus F. Sawin
Henry A. Kenney
Sarah A. Kenney
J. G. Murdock
John Walsh
James H. Potts

WILLIAMSTOWN, N. J.
David Fairchild
Marian H. Bell Fairchild
Dale Harris
Willet M. Hays

WINTHROP, Mass.
Alice Sterne Gitterman

Charles Welsh
is less than the beginning of successful formal moral instruction on a universal scale. If that be true, then these present successes here and there in the schools (which, even on first sight, simply a personal "decline" campaign) are exceedingly important.

I am introducing the practical educators with a "new" method which is a difficult and delicate task.

There are good friends of this movement, as the result of this year's explanations and division relations in these states as the middle west, Ill., Ind., Mich., Mo., Iowa, N. Mich., and N. Dakota.

Please allow me to express my deep gratitude for the cordial assistance and cooperation I have received from the faculty of the University of Chicago.

Yours truly,

Milton Fairchild.
Character has always been asserted by American educators to be the chief concern of education, but heretofore no satisfactory way of teaching morals has been available. A new moral instruction which is surprisingly influential and interesting is now offered for general use in American schools. It is recommended by many who are most influential in education, and it is under the supervision of practical school men. It has been tested by experience in the schools and been adjusted to prevailing conditions. It has the sympathy of religious institutions because it is not antagonistic to religion although it makes no reference to any religious ideas. It has the backing of men and women prominent in public affairs, and its introduction into schools particularly pleases parents.

Illustrated Lessons in Morals.

"The True Sportsman," or Ethics of Athletic Games.

"What I'm Going to Do When I'm Grown Up," or Utility of Education.

"What Men Think About Boy's Fights," or Problem of Personal Encouter.

Aggregate audience to date 092 431

Special Instructor

Mr. Milton Fairchild, 6326 Greenwood Ave.

"The True Sportsman," or Ethics of Athletic Games.

November 9, 1919

Dear Sir,

I trust that my letter and its contents may be of some interest and use to you.

I was asked to give the impression that I suggested the "moral sport" as a basis for education. Generally, it is true that education in official at regular meets and games is on a very amateurish policy, but what are you trying to develop in the collegiate system? I believe that the system of sport that will be put on in the future will be more and more refined and effective and fair and upon the way towards becoming a model for the conduct of the moral education of our national institutions.

Sincerely yours,

[Signature]

Illustrated Moral Instruction

A scrapbook of photographs of things that actually happen in real life and especially for moral instruction.

Local slides from those 30 to 100 for each which are projected on a screen and thus enlarged to life size before large audiences of school children in the school assembly halls.

Carefully prepared instruction as to what is right and what is wrong and conduct is shown as an example of the transgressions while the children are studying them upon the screen.


092 431

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DAVID FAIRCHILD

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WILLET M. HAYS

ALICE STERNE GITTERMAN

WILLIAM M. TOWN

HENRY HOPKINS

WINTHROP, MASS.

CHARLES WELSH
advocates in this decline are the
standing-grade policy on the part of the
students of his own university acting on
their own initiative and on their own
knowledge?

The college thinks they can get rid of
the proposal for conduct unbecoming
spokesmen. That the institution officials
could properly administer some sort of
discipline is to a certain extent true that the
coach has to have student and faculty
support also. He will have popular
support if Martin is the case
that the coach and director are success
and determined, it can't.raving the
difficulty because of lack of support.
That can hardly be the case at Chicago's
University. At least I do not believe it is
the situation.

It would be of great benefit to me to
know what policy in such cases as I
have called to your attention is followed
with effect and success.

All this inquiry on my part is direct with
you, Mr. Stagg and a few others, thus bring me
side talks among acquaintances to suit my
interest and this sitting is simply in explanation to avoid
a misunderstanding. Athletics seems to be
resented by hand feeling and bitterness.

My invitation to Stagg to be a member of my
Board of Education was proof of my attitude
toward him personally and toward Chicago's
University Athletics.

Very truly yours,

[Signature]

President Harry Joel Jackson

[Signature]
Mr. Milton Fairchild,  

6326 Greenwood Ave., Chicago. 

May 12, 1909

Dear Sir:-

Your favor of the 12th inst. received. If a student is found to be guilty of such conduct as you indicate he will undoubtedly be disciplined by the Faculty of the University of Chicago. If you are informed as to what took place with our baseball team a year or two ago under similar conditions you will understand our policy in the matter. In that case certain dishonorable conduct on the field was not detected by the opposing team, but was seen by members of our own faculty. The Coach in charge was promptly dismissed from the service of the University. The student especially guilty was suspended. The team, after full hearing, were found to have been in one way or another accessories. The team was disbanded for the season. A full statement of the action taken was sent to each of the other institutions in the Association. I am satisfied that right-thinking students approved this action, although of course some believed it to be too severe. This is the only action which can be taken by the authorities under such circumstances.

Very truly yours,

[Signature]

H.P.J.
advocate in this Union so that
the
sponsorable policy on the part of the
students of this own University acting on
their own initiative and on their own
knowledge.

Would you think then, if not in
the spirit of
the
inaction as it is being
taken...for your good and clement,
and for the University's
moral, and
fortitude.
I refer
you, the
形势 of our Iowa State University.
If you refer us to what your paper and our paper,
that
the Church and your mother institutions, how might I
in some sense, constant and
ty, in its sense, constant and
form into the matter in any particular case, now new
form, that can hardly be the case.
A member of the Iowa State. The paper in general,
especially
blessings from the service of the University, the student,
paradise.
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Aggregate audience to date 091,631

Special Instructor: Mr. MILTON FAIRCHILD, 6326 Greenwood Ave., CHICAGO, ILL.
Mr. B. N. Baker
is actively associated with Mr. Fairchild in extending the benefits of this special moral instruction to American Schools. Address 10 St. Paul St., Baltimore, Md.
Correspondence for further explanation is invited by those whose names are given as associated in this special instruction.

Jan 10, 1909

Dear Mr. Hudson,

Allow me to express my sincere appreciation of the work of general education in the ethical aspect of sport and to call your attention to the report of the tribunal of yesterday regarding the disqualification of our great American athlete, Wilbur, of Chicago University, for having used illegal means in the Wisconsin track meet of 1908. Enamored of the ultimate, I ran around a dumbbell that looks like a "mock track" quite unawares of any of my own sense of honor. Wilbur is disqualified for forcing another runner with half sable. Of course this sort of forcing that made the possible at the Olympic games. The point of my reference, Mr. Hudson is that my instruction in the high school is unusual in being conducted by the bad example, with sometimes of immoral athletes, and after a great deal of consultation I have concluded to suggest in much cases as this that the athletics be

KANSAS CITY, MO.
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Agnes F. Kirshner
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Wm. T. Harris

Willet M. Hays

Althea S. Otterman

WILLIAMSTANDY O'NEIL

*Henry Hopkins

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Charles Walsh

ALBANY, N. Y.
Wm. J. Milne

James R. McElroy

Salome Cutler Fairchild

Milton Fairchild

Arthur T. Laird

Hattie T. Temminck

Oscar D. Robinson

John A. Howe

Charles G. Gilbert

Anna W. Gibson

Chas. N. Gilbert

Mabel Delglish

Samuel C. Wooster

Edgar H. Brown

Wm. Mason

W. A. Kelly

Henry Graham

Martha A. Graham

Geo. A. Cox

William B. Jones

Eugene D. Holmes

Amasa J. Parker

William G. Tucker

Joseph P. Coughlin

E. R. Brown

Thos. H. Anderson

John E. McElroy

W. C. Cardin

M. Schieberger

Charles J. Buchanan

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Easter Louise Camp

Charles W. Hoehn

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George Hodges

CHICAGO, ILL.

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Albin W. Small

Amos Alroz Stagg

W. L. Thomas

Harriet Park Thomas

Charles W. French

DANBURY, CAL.

Francis H. White

Anna F. White

COLUMBUS, O.

James F. Baldwin

CULVER, IND.

L. G. Griffin

GLOVERSVILLE

A. L. Peck

GROTON, MASS.

Endicott Peabody

George Milton Hove

HAMILTON, N. Y.

S. Burnham

HARTFORD, CONN.
Geo. E. Dawson

ITHACA, N. Y.

Jeremiah W. Jenks

L. H. Bailey
disciplined they are now university for conduct of representative athletes. This is "unbecoming sportsman." The query here is this: Those in a university who know what is unbecoming sportsman are not under obligation to endure conduct unbecoming sportsman from representative athletes, any more than members of a club have to put up with conduct unbecoming gentlemen.

Chicagoland faculty and students were witnesses of the failure, and can have an honest intelligent opinion aside from the official ruling. Why should not the official discipline be supplemented by something initiated by their own university on the ground that "failing" does not "go" with the athlete's own university man?

I know from my talks that the suggestion of this letter is not "new" in the policy of Chicago University. You have done this sort of thing, and I believe found it the sincere purpose of the University to stand for fair ethics in its sports. In several important cases late I have suggested definite action to the authorities of other universities, and I am therefore under obligation to bring your attention to this. The Allpaugh case is a member of my Board, and had advised me regarding the policy of discipline by an athlete's own university for unbecoming conduct.

Some action in this case may already have been taken, and I should like to know what decision is made if you don't mind.

Sincerely yours,

Milton F. C. Smith
May 11, 1909

Dear Sir:

Your favor of the 10th inst. received. The same will be referred to Director Stagg. Your suggestion is, as you intimate, not at all new to us, as we are accustomed to deal with such matters ourselves. Of course the first question is that of fact, and a man is not going to be punished unless he is shown to be guilty. You take it for granted apparently that the disqualifications were warranted. Perhaps they were. At the same time it is customary to investigate such things.

Very truly yours,

H. P. Judeon

Mr. Milton Fairchild,
6326 Greenwood Ave., Chicago.
disciplined by their own university, to conduct as representational athletes. That is "unbecoming sportsmen."

The argument is that... Those in a university who know what is representational are not under obligation to induce conduct unbecoming sportsmen from representational athletes, any more than members of a club to put up with conduct unbecoming gentlemanly.

Dean et al., your faculty and students were witnesses of the failing, and have no honest, intelligent, and firm power to prevent it. You took of the top shoveling iron support of your administration to be supplemented by the official discipline in the manner of those of your former benefactors. The treatment of the athlete in the University does not fail to be alarming, unless your administration is more noble.

You talk of the Director General of your administration that the administration more noble.

I know from the men that... The committee, perhaps, the Board... The suggestion of this letter is not that...

The policy of Chicago University. You have done this... thing, and I believe firmly on the purposes of the University...

H.P. Johnson

from the administration, in several important cases. Lastly I have suggested definitive action to the authorities, and it is so far... unbecoming obligation to bring your attention to the two disqualifications of yesterday and particularly since the day of my Board, and... advised me regarding the policy of discipline by an athlete's own university for unbecoming conduct. Some action in these cases may already have
Character has always been asserted by American educators to be the chief concern of education, but heretofore no satisfactory way of teaching morals has been available. A new moral instruction which is surprisingly influential and interesting is now offered for general use in American schools. It is recommended by many who are most influential in education, and is under the supervision of practical school men. It has been tested by experience in the schools and been adjusted to prevailing conditions. It has the sympathy of religious institutions because it is not antagonistic to religion although it makes no reference to any religious ideas. It has the backing of men and women prominent in public affairs, and its introduction into schools particularly please parents.


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Aggregate audience to date 091 631

Special Instructor Mr. MILTON FAIRCHILD, 6326 Greenwood Ave. Phone Hyde Park 6012

Mr. B. N. Baker is actively associated with Mr. Fairchild in extending the benefits of this special moral instruction to American Schools. Address 10 St. Paul St., Baltimore, Md.

Correspondence for further explanation is invited by those whose names are given as associated in this special instruction.

May 12, 19--

I want you to know how successful this year's work of moral instruction has been.

The audience during Sept. 28th has totaled over 27,600. The grand total for 3 years can now be called 42,000.

This careful report shows that the schools have been drawn some.

But Miller has accepted membership in my Board.

A letter just received from Mr. mayor

May 14, 19--

I want you to have this year's work of moral instruction advertised.

I want you to let the schools know that you are much pleased with the educational work given and the schools were very much interested as you stated they would be, and I have no objection to your making use of my name in your report of subscribers as requested.

May 14, 19--

A. J. Horlick

Charles Welsh

KANSAS CITY, MO.
C. H. Kirshner
Agnes F. Kirshner
F. B. Buehler

KINGSTON, N. Y.
S. R. Rehr

LAKEVILLE, CONN.
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Wilford L. Robbins

P. H. Fairchild

George Ille

George Reager

Harriet Henderson Seager

Arthur P. Hunt

Walter H. Harvey

James M. Whiton

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Louis Schlegels

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Samuel Schuman

*Henry C. Potter

Joseph H. McMahon

Julius Sachs

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Samuel McCune Lindsay

John Dewey

E. A. Grewe

OAK PARK, ILL.

John Calvin Hanna

OBERLIN, O.

Henry Churchill King

William J. Hutchins

F. Anderegg

Mary S. W. Anderegg

PATERSON, N. J.

D. S. Hamilton

PAWLING, N. Y.

Frederick L. Gamage

PHILADELPHIA, PA.

Caroline Kimball Patten

A. Duncan Yocum

Stanley R. Yarnell

PLYMOUTH, N. H.

Lorin Webster

PROVIDENCE, R. I.

J. Q. Dealey

James M. Sawin

ST. PAUL, MINN.

J. A. Vye

SCHENECTADY
A. R. Brubacher

Frank Sargent Hoffman

SEATTLE, WASH.

Edward O. Sisson

SOUTH HADLEY
Mary E. Woolley

TROY, N. Y.

*Theophilus P. Sawin

Henry A. Kenney

Sarah A. Kenney

J. G. Murdock

John Walsh

James H. Potts

WASHINGTON, D. C.

David Fairchild

Marian H. Bell

Fairchild

Wm. T. Harris

Willet M. Hays

Alice Sterne Gitterman

WILLIAMSTOWN

*Henry Hopkins

WINTHROP, MASS.

Charles Welsh
goes in as an "approved subscriber,"
along with that of Mrs. Bryan Lathrop.

I am working carefully to
show that it is not intelligent
men of large affairs want
more instruction of this kind
in American schools. This is
the first form of moral
instruction that has won anything
like general sympathy, and I
feel justified in predicting that
within ten years it will have
an annual audience of 50,000
boys and girls with at least 50
special teachers at work in
different parts of the country.

I am happy for your favorable moral
influence whenever a chance comes to
extent it in my favor. I shall keep you
informed of progress for you an interested
in things in this line.

Yours truly,

[Signature]
MORAL EDUCATION BOARD LIST FOR 1948-9

The very best of schools are on these lists.

Ashur Park, N. L. High & Grammar, & Fred S. Shepherd.
S. Mary's Inst., S. J., Carol Gibson, Br. Paul Se, for high school 80 and grammar 65. Emb. Upman.
Chester Hill, Pa., Chester Hill Acad. J. L. Patterson.
Franklin Mace, B. 4th, Arthur, Force.
Lakeville, Conn., Hippodrome School, H. G. Bihiler.
High School.
Mass meeting, upper Gram. (2).
Mass meeting, lower Gram. (2).
Hopedale School.
Linden School.
Mountair Acad., John C. MacVeer.
Scholesfield, N. Y., High School, A. Peck.
Mr. Fairchild, Chicago for headquarters.

Burlington, Wis., High & Gram. R. B. Blyth.
Chicago, Ill., Dale Cong. Ch. O. C. Helming.
Engle H. S., B. N. Hamilton, Parents As-
Amr. F. W. Perry, Hyde Park Y. M. C. A. (G), Gay Burnett.
Viole Park, Y. M. C. A. (S), E. C. James, Lincoln Center, Committee, T. Best.
Phillips H. S., Spencer B. Smith.
Arthur E. Davis, Charles F. Hauck.
Seward Park House, Bryan Lathrop.
Urbana H. S., Wm. B. Brawn, J. H. F. Johnson.
Y.M.C.A. (Cent.) & Bible Sch. Ath. League

Columbus, Mo., State Univ. A. Ross Hill.
Cuyahoga, Inst. Military Academy, J. S. Fleet.

Fargo, N. D., Ago's Collage, T. H. Worst, Max Matt.

State Univ., Webster Merritt, Gotthl. Hall.
Highland Park, Ill., High S. Red Ed, C. W. Brinton.
Hindol, Ill., High S. H. G. Clyde.
Iowa City, Ia., Teachers Assn. E. D. Starbuck.
North West Acad. S. O. Hartwell.
Kansas City, Mo., Westminster Ch. C. H. Kierhe.
Central H. S., F. D. Therpe, I. I. Cunmck.
Morse Gram., F. D. Therpe, W. H. Martin.
Lake Forest, Ill., The Academy, W. M. Lewis.
Lincoln, Ind., Howe Collage, J. H. McKinzie.
Minn., East Side H. S., W. F. Webster.
Mountview, Minn., State Normal, Frank A. Walt.
North Park, Ill., High S. L. Oglesby.
Hawthorne Gram., W. H. Hatch.
Hamboldt H. S., Dietrich Lange.
Mass meeting, Gram. Dietrich Lange.
Central H. S. (2), V. F. Krens.
School of Agry. D. F. May, J. A. Vye.
Winona, Minn., State Normal, Guy E. Maxwell.

Total audience for this day, 8 of 9-
17, 68.
BOYS’ OWN COMMENTS
On the Illustrative Lesson—Use of the Bell Is Considered SPORTSMANLIKE

(Received by Post Card.)

Your Lecture was superb. Of all the lectures we have heard, I can safely say that there has been none which has come nearer to the interest which yours did.

Your Lecture was very good and well illustrated. I am sure the effort on our school was very great.

Your Lecture was very impressive and interesting. I am sure the boys will remember it for years.

Your Lecture was in my opinion, very fine. It certainly explained to us what the whole mystery of life was.

I do not think that I have been a good student at your lectures. I am sorry, but I am sure that I will not forget them.

NAMES OF APPROVED SUBSCRIBERS: TWENTY DOLLARS EACH

GULVER, J. P.

I hereby subscribe, and will pay on his request at his convenience to the above-named subscriber, the sum of twenty dollars for the expenses of the delivery of such illustrated moral lessons as may be supervised by the Moral Education Board, the agreement being that for each ten dollars of my subscription the sum shall be given to at least two hundred boys and girls.

Henry C. Potter, 27, Rex, Bishop, N. Y. City.

George A. Horseman, 32, Savannah, Ill. City.


John Clifton, 52, B. R. Chadw. Co., lawyers, 243 Church, N. Y. City.


Isidor Straus, 47, H. & M. Co., dry goods.

Brody & Schu., N. Y. City.

J. V. George.

Georges Foster Peake, 50, George, N. Y. City.

Issac N. Seeligman, 7, J. W. Schumman & Co., bankers, 5 W. 34th, N. Y. City.

Charles Gibson, 50, Walker & Gibson, drugs, Albany, N. Y. City.

Francis O. Roberts, 35, N. Y. City.

Edward O. Sibley, 35, N. Y. City.

South Hadley.

Mary E. Wilson, 52, Gregory & Kirshner, lawyers Commecet M. D., Kansas City, Mo.


Frank E. Cook, 4, 2 Park av., N. Y. City.


Crom, 43, James Alen, Head-Teachers, Germantown, Baltimore, Md.

Robert Veeder, M. D., surgeon, Regent State Univ., 301 E. 5th, N. Y. City.

Bryan Latham, 77, 7th Place, Chicago, Ills.
The Moral Education Board.
The New Moral Instruction

1. A short course of "illustrated morality lessons" as
text-lessons.
   The photographs are all from real
   life, and the moral convictions of the best
   of people are explained in practical appli-
   cation, so that the discussion seems im-
   portant to the children and carries influence.
   In time there will be a course of thirty-six
   three for each year of primary, grammar
   and high school.

   Aggregate audience to date - 79,404

2. A special instructor, employed by board of education
   in each large city, to deliver the illustrated lessons in
   school assembly halls throughout the city.

3. Review and discussion, enforcing the assembly instruc-
   tion, by principals and regular teachers.

4. A corps of traveling instructors to serve smaller cities,
   churches, settlements, etc., each assigned a district and
   headquarters.

5. A supply of text lessons to be provided by the
   Moral Education Board, an educational philanthropy representing
   all interests, self-supporting through rentals and
   lesson fees.

Special Instructor
Mr. Milton Fairchild,
Phone Hyde Park 6012
Chicago, Ill.

Mr. B. N. Baker
is actively associated with Mr. Fairchild in exten-
the benefits of this special moral instruction to
American Schools, Address 10 St. Paul St., Baltimore, Md.

25 Jan. 09

Yours truly,
In the Unit. High School
Daily for Jan. 26th is
a "write-up" of this
illustrated lesson on The
ethics of sport, made by
the students. Thursday,
that is just the sort of
interested and serious
consideration it seems
decidable moral instruction
should produce. I am
much gratified that
you have made this
"test," possible,
If now these could be
now.
A circular letter sent out from the University, on some plan that seems to you wise, to all the secondary schools with which the University has relations, to recommend the plan of using this lecture as a common expression of the standard in these matters.

It would probably result in a very retrospective (work of education among the preparatory boys, which would benefit the University sports in the end when the boys come up to college. Will it not be possible to have a short conference with you on this matter? I am hoping you are personally interested.

Yours truly,

Wilton Fairchild

President Judson,
Chicago University
Illustrated Lessons in Morals.

"The True Sportsman," or Ethics of Athletic Games.

"What I'm Going to Do When I'm Grown Up," or Utility of Education.

"What Men Think About Boy's Fights," or Problem of Personal Encounter.

Aggregate audience to date -79 404

Special Instructor

Mr. Milton Fairchild, 6326 Greenwood Ave.

'Phone Hyde Park 6012 Chicago, Ill.

The first is for boys and girls of high-school age, the second for those of the upper grammar and the third for the lower grammar.

Audiences.

1,270
1,050
1,135
670
550
250
550
300
300

The customary plan for towns is to have all the lessons on the same day in the high school hall,—for the high school the hour before, for upper grammar the hour after noon recess, and for lower grammar the hour before school closes. The lesson fee is appropriated by Board of Education as for "special instruction." Mr. Fairchild arrives on morning train and leaves in late afternoon reducing expenses to the minimum.

THE NEW MORAL INSTRUCTION

1. A short course of "illustrated morality lessons" as text-lessons.

2. A special instructor, employed by board of education in each large city, to deliver the illustrated lessons in school assembly halls throughout the city.

3. Review and discussion, enforcing the assembly instruction, by principals and regular teachers.

4. A corps of traveling instructors to serve smaller cities, churches, settlements, etc., each assigned a district and headquarters.

5. A supply of text lessons to be provided by the Moral Education Board, an educational philanthropy representing all interests, self-supporting through rentals and lesson fees.

Mr. B. N. Baker

is actively associated with Mr. Fairchild in extending the benefits of this special moral instruction to American Schools. Address 10 St. Paul St., Baltimore, Md.

BUSINESS STATEMENT MORAL EDUCATION BOARD.

About thirty thousand dollars of time and money has already been expended in preparing for this special moral instruction.

Mr. Fairchild is on salary, $2,000 and expenses, paid from the income. Surplus goes to expenses of organizing additional illustrated lessons.

Lesson fees,—$15 for one, $25 for two, $35 for three, etc., with expenses from nearest headquarters, namely: Albany, Boston, New York, Chicago, San Francisco. $5.00 extra for audiences over 500.

Lantern furnished by school. Complete outfit can be rented from regular supply houses at $6 a day, gas for three lessons included, with express. Mr. Fairchild will set lantern up and show someone how to run it. Windows can be darkened with black cotton cloth curtains.

General headquarters permanent address, Albany, N. Y.
MORAL EDUCATION BOARD LIST FOR 1908-9

Asbury Park, N. J., High & Grammar, 8, Fred S. Shepherd.
Sc. for Boys, Lawrason Riggs, A. E. Upham
Country Club. P. F. Hall.
Chestnut Hill, Pa., Chestnut Hill Acad., J. L. Patterson.
East Orange, N. J., Mass meeting, Gram., Vernon L. Davey.
Franklin, Mass., Dean Acad., Arthur W. Peirce.
Lakeville, Conn., Hotchkiss School, H. G. Buehrer.
Malden, Mass., arranged Henry D. Hervey, Ella G. Wilcox
High School.
Mass meeting, upper Gram. (2).
Mass meeting, lower Gram. (2).
Maplewood School.
Linden School.
Montclair Acad., John G. MacVeiar.
Schenectady, N. Y., High School, A. R. Brubacher.
Swarthmore, Pa., Swarthmore Prep., A. H. Tumlinson.

A wrangle—the kids' way.

The very best of schools are on these lists.

Mr. Fairchild will be in Chicago for headquarters

Chicago, Ill.,
Univ. Cong. Ch., O. C. Helming.
Engl. H. S., B. N. Hamilton, Parents As.
Univ. H. S., Wm. B. Owen, F. W. Johnson.
Culver, Ind., Military Academy, J. S. Fleet.
Limestone, Howe School, J. H. McKinzie.
Oak Park, Ill., High S., Lewis Omer.
Minneapolis, Minn., East Side H. S., W. F. Webster.
Humboldt H. S., Dietrich Lange.
Mass meeting, Gram., Dietrich Lange.
Central H. S. (2), V. K. Frohla.

MORAL INSTRUCTION IN SCHOOLS.

Character has always been asserted by American educators to be the chief concern of education, but heretofore no satisfactory way of teaching morals has been available. A new moral instruction which is surprisingly influential and interesting is now offered for general use in American schools. It is recommended by many who are most influential in education, and is under the supervision of practical men. It has been tested by experience in the schools and been adjusted to prevailing conditions. It has the sympathy of religious institutions because it is not antagonistic to religion although it makes no reference to any religious ideas. It has the backing of men and women prominent in public affairs, and its introduction into schools particularly pleases parents. Why not simplify the school curriculum, and use these illustrated lessons in morals to strengthen the character influences of American education? This policy will put the emphasis on character where it all belongs.

Correspondence for further explanation is invited by those whose names are given as associated in this special instruction.

OBERLIN COLLEGE, OBERLIN, OHIO, PRESIDENT'S OFFICE.—I am very glad to say that I believe thoroughly in the work of the Moral Education Board as it is carried out through the illustrated morality lessons of Mr. Milton Fairchild. I have made a careful examination of the text of these lectures, as well as of the illustrations, and believe that Mr. Fairchild's method is psychologically sound and practically effective. I think it is not easy to exaggerate the great need of definite moral instruction in the public schools. I cannot think that these lessons could be given before any public school without decided gain in the moral character of the student body. I am sure that teachers would find themselves assisted in their efforts to maintain high ideals in their schools by these lessons.

Dean Wilford L. Robbins, of the General Theological Seminary
The problem is complex—we plainly cannot teach religion in the Common School—yet to most of us morals and religion are so entwined that it seems impossible to divorce the one from the other. You have in a measure succeeded in doing this—at least you present a straightforward moral code which must have the entire sympathy of any normal man. And you present it in such a way that it makes immediate and strong appeal to the child's imagination.

WILFORD L. ROBBINS.

BOARD OF EDUCATION.

Johntown, N. Y., Oct. 22, 1907.

In reply to your recent letter I take pleasure in saying that your lectures on morals delivered before the students and teachers of our high school were greatly appreciated by the members of the Board of Education, by the teachers and pupils. It was conceded by all that there is a need of just such kind of work in our schools, and that the lectures were helpful and practical, and an inspiration to all who heard them.

Such moral instruction seems to us to have a place in popular education.

C. H. BUTLER,
Prest. Board of Education.
January 29, 1909

Dear Mr. Fairchild:

Your favor of the 28th inst. is at hand. I think we can hardly send out the letter to which you refer. It would be much better to have the matter presented to any schools by you on its own merits.

Very truly yours,

Mr. Milton Fairchild,
6326 Greenwood, Ave., Chicago.
MORAL INSTRUCTION IN SCHOOLS

Character has always been asserted by American educators to be the chief concern of education, but heretofore no satisfactory way of teaching morals has been available. A new moral instruction which is surprisingly influential and interesting is now offered for general use in American schools. It is recommended by many who are most influential in education, and is under the supervision of practical school men. It has been tested by experience in the schools and been adjusted to prevailing conditions. It has the sympathy of religious institutions because it is not antagonistic to religion although it makes no reference to any religious ideas. It has the backing of men and women prominent in public affairs, and its introduction into schools particularly pleases parents. Why not simplify the school curriculum, and use these illustrated lessons in morals to strengthen the character influence of American education? This policy will put the emphasis on character where it always belongs.

Correspondence for further explanation is invited by those whose names are given as associated in this special instruction.

OLBERN COLLEGE, OLBERN, OHIO, PRESIDENT'S OFFICE: I am very glad to say that I believe thoroughly in the work of the Moral Education Board and in the program of the new morality lessons of Mr. Milton Fairchild. I have made a careful examination of the new course of lectures, as well as of the illustrations, and think that the new method is psychologically sound and practically effective. I think it is not too early to exaggerate the great need of definite moral instruction in connection with the public school and the colleges. A new method is needed. In the course of lectures given before my public school without decided gain in the morale of the student body, I am sure that teachers would find themselves assisted by the lessons of these schools by these lessons.

HENRY CHAPPELL, PROF. OF ENGLISH, COLLEGE.

Rabbi Samuel Schurman, of New York, accepts the scheme for moral instruction.

On the other hand, if formal ethics is to be taught without some religious basis this would constitute the official teaching apart from the schools and of ethics from religion. No religious teacher would grant either the possibility or the desirability of such a method.

Therefore the cry for more moral instruction can only be met by some such scheme as yours. Your lectures seem to provide the moral instruction upon which all can agree.

SAMUEL SCHURMAN.

BOARD OF EDUCATION.

J ohnstown, N. Y., Oct. 22, 1907.

In reply to your recent letter I take pleasure in saying that your lectures on morals delivered before the students and teachers of our high school were greatly appreciated by the members of the Board of Education, by the teachers and pupils. It was conceded by all that there is a need for this book and we believe that it will prove helpful and practical, and an inspiration to all who hear them.

Such moral instruction seems to us to have a place in popular education.

C. H. BUTLER,
Prest. Board of Education.