

**SYSTEMATIC MORAL
EDUCATION, WITH DAILY
LESSONS IN ETHICS**

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Systematic moral education, with daily lessons in ethics by John King Clark

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JOHN KING CLARK

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WITH DAILY LESSONS IN ETHICS

BY
JOHN KING CLARK

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NEW YORK
1910

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EDUCATION OF THE 1940s

1940s

Dedication

DEC 2 1941

TO THE MANY PUPILS WHO HAVE TAUGHT ME TENFOLD AS MUCH OF THE VALUE AND BEAUTY OF CHARACTER AS I HAVE TAUGHT THEM, THIS BOOK IS AFFECTIONATELY DEDICATED

STEGHERT

1940s

PREFACE

There appears on all sides a demand for more explicit moral education in the elementary schools. As yet, however, there is no unanimity concerning the subjects to be taught, or the method to be employed. This book is an attempt to solve the problem in a definite and practical way.

Part I outlines briefly the science and art of giving ethical instruction and moral training, with a description of practical work in ethical culture. Part II consists of a series of lessons on ethical topics that concern the every-day life of the child: it is written expressly for his comprehension and from his point of view. The two parts together constitute a work on the theory and the practice of ethics.

Many have been the faithful but little-known teachers who, from time immemorial, have left their impress, both by precept and by example, upon the characters of their pupils. Moral education is therefore no new thing. As here outlined, however, it is systematized into a plan, and made direct and definite.

Suggestions for this work have been gathered from many sources; and materials furnished by others have been selected and utilized. I desire to acknowledge with gratitude my indebtedness to all from whom such aid has come. To none, perhaps, am I more deeply indebted than to my immediate associates in the work of teach-

PREFACE

ing. They have contributed many of the syllabi in Part II; they have labored loyally to present the lessons intelligently and to put into practice the work outlined, thus proving by experiment the worth of the system.

The honest, enthusiastic teacher, a lover of his kind and of his profession, will gladly welcome help and seek light, from whatever source they may come. I trust that the light thrown upon my subject by this work, whether it be direct or reflected, will help to illumine the pathway of those teachers whose aim is the development of character.

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