

AL/3068

35 Blomfield Row
W

Dec 2!

Dear Miss Hubbard. 75.

I am sorry to hear that
you are obliged to rest yourself
from not being well. One does
get that state now & then,
& I hope you will soon be re-
cruited. I was deeply glad
to get your letter, because you
seem to have entered so sym-
pathizing into the feelings
I have on the subject of my paper.

and this is partly shown by the
practical questions that you
put. With regard to religion,
my idea is not that of substitu-
tion (as you suppose rightly)
but that religious notices
should ~~be~~ impel to this high
moral life. Of course I could
not put this at length in
such a short paper. Besides
social science meetings, I
believe - try to keep out of
the possibility of religious centers

very. The usual method is
to say, You must not do this
or that - because God dis-
allows it. But I think we
want ~~more~~ to do more
for children than to give them
a catalogue of forbidden actions,
and I have attempted to show
what points, ^{a person} a ^{person} moral
sense would investigate,
& in investigating, ^{would} learn to
care for and to work out in
life. I think we should

no more leave these subjects
alone than the facts of outer
nature, and thus our phase
of duty enlarges and becomes
beautified, and we realize
better that it is for "God"
"will be done in earth."

Now as to the latter reforms
could consist of. If I had
but time - I should like to
become a teacher of this sort.
and though I should begin
with many mistakes, experience
would help me very soon.

I think may books do help,
if they are taken with reserve,
& I am looking with interest
for one by Mr. Bray. which
will soon be out. As both
cases you give about an open
letter. &c I think it would
come after end of a period
of preliminary teaching. I
mean, that one must give
the principles first. & this
could be an illustration of
their being not adhered to.
It rests. for instance, first.

on ideas of property. & are
less concerned for int- the
abstract here - (children
readily understand that a
proprietor's right implies
& that ^{it} is of a certain value.
After ^a many plain illustrations
one may instance information
given as a valuable possession
& a great deal of curious
light upon human inter-
course might ~~be~~ be brought rep. &c.
out in regard to a letter.

It would need to be shown ^{to} how
information loses its special
value if in many cases it
another shares it - recepti-
tively. & even if no harm
could come in a particular
case. still the right over
that information rests in the
receiver. One could argue it
too in the case of ~~the~~ ^a letters
containing expressions of friendli-
ness or the
principle of feeling for others

one repairs from doing what
one would not like oneself
done. - this can be well
brought home to the children.
- A, it may be taken as a
breach of trust - and one
could bring out the impossibility
to an upright person of doing
anything - because circumstances
allow a permeable bit, which
he knows is wrong. - the
nobility of such self-restraint.
I am afraid I cannot in

a letter draw this out
enough. & sketches of elephants
read very unimpressive on
paper - I should be very
glad to hear from you again
about it. Perhaps I could
do it at greater length if
you wish. You may perhaps
like to see a paper drawn
up by Miss Davies a Moral
Training - the result of a
series of discussions by the
London Assn. of School Mistresses.

The sketches at the end are
by me. but they are very meagre.
They had been given ^{by me} to a class of boys.
— I do not know Miss Coleman.

but should like to hear her, if
you find her that she repre-
sents.

Yrs very truly
Ed Manning.

P. S. Please excuse a rather
hurried letter.